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ABSTRACT

Brief descriptions are provided of 101 "good ideas" that worked in the Virginia community college system. A total of 101 tips, programs, teaching techniques, administrative strategies, and gimmicks are presented, as submitted by members of the faculty and staff of 16 community colleges. The ideas are categorized as: (1) community activity or service; (2) cooperation with public schools; (3) recruitment, retention, and counseling; (4) administration and internal operation; (5) curriculum, instruction, or pedagogy; (6) cooperation with business and industry; (7) community information; (8) buildings and grounds; (9) faculty and staff development; (10) research and planning; (11) development activities; and (12) public information. (HB)

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GOOD IDEAS

FROM THE VIRGINIA COMMUNITY COLLEGES

WINTER, 1985

JC 850 177

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FOREWORD

A few weeks ago the Presidents of the Virginia Community College System were invited to submit brief descriptions of "good ideas" that had worked in their colleges. The idea was that many good things were going on throughout the System that others should know about. Ideas beget ideas, innovation begets Innovation, and now is a time when creativity is required.

The response was exceptional. Replies were received from sixteen colleges; one hundred and one separate ideas were written up. The descriptions, arranged in alphabetical order by college, are reproduced as they were received. Since the primary purpose was to stimulate further innovation, the "ideas" have been cross-indexed by topic. The tips, programs, teaching techniques, administrative strategies, and gimmicks all helped reaffirm the basic premise of this experiment: A lot of exciting things are taking place in Virginia's Community Colleges. A lot more is going to take place in the future.

Don Puyear
March 4, 1985

GOOD IDEAS
from the
VIRGINIA COMMUNITY COLLEGES

The following "good ideas" have been submitted by members of the faculty and staff of the colleges of the Virginia Community College System. They are shared in the hope that they will spark further innovation.

Index No.	Descriptive Title	Category
CVCC 1	Pathfinders College	Community Activity or Service Cooperation with Public Schools
CVCC 2	Women's Focus	Community Activity or Service
CVCC 3	Admissions Information Card	Recruitment, Retention, and Counseling Administration and Internal Operation
CVCC 4	Project: "A Different Type of Final Examination"	Curriculum, Instruction, or Pedagogy Cooperation with Business and Industry
CVCC 5	Project: "Business Statistics Projects"	Curriculum, Instruction, or Pedagogy Community Activity or Service Cooperation with Business and Industry
CVCC 6	Project: "The Inventory Test" for Business Statistics	Curriculum, Instruction, or Pedagogy
CVCC 7	Project: "Non-Traditional Classes in Business"	Curriculum, Instruction, or Pedagogy
CVCC 8	Project: "Supervisory and Management Training for Corporate and Institutional Clients"	Cooperation with Business and Industry Recruitment, Retention, and Counseling
CVCC 9	CVCC in Focus (Television Program)	Community Information Recruitment, Retention, and Counseling Cooperation with Business and Industry
CVCC 10	Presentation of the Virginia VIEW Occupational Information System	Community Information Recruitment, Retention, and Counseling
CVCC 11	Computer Graphics Technology in Commercial Art	Curriculum, Instruction, or Pedagogy
CVCC 12	The Piedmont Export Expansion Program Project	Cooperation with Business and Industry Community Information Curriculum, Instruction, or Pedagogy
DSLCC 1	Fourth of July Celebration	Community Activity or Service Community Information
DSLCC 2	Newspaper Column	Community Information
ESCC 1	Academic Jeopardy Report	Recruitment, Retention, and Counseling Administration and Internal Operation
GCC 1	Shower Construction	Buildings and Grounds

JSRCC	1	Career Planning and Placement Consortium	Recruitment, Retention, and Counseling Cooperation with other Colleges
JSRCC	2	Chronicles of the Sea — Interdisciplinary Course	Curriculum, Instruction, or Pedagogy
JSRCC	3	Renovation Carpentry Students Do "The Real Thing"	Curriculum, Instruction, or Pedagogy Community Activity or Service
JSRCC	4	Community Garden Plots	Community Activity or Service
JSRCC	5	Urban Community College Transfer Opportunities Program	Recruitment, Retention, and Counseling
JSRCC	6	Curriculum Development Manual	Curriculum, Instruction, or Pedagogy Administration and Internal Operation
JSRCC	7	Internal Evaluation of Occupational/Technical Programs	Curriculum, Instruction, or Pedagogy Administration and Internal Operation
JTCC	1	President's Council Meetings	Administration and Internal Operation
JTCC	2	Birthday Cards	Administration and Internal Operation
JTCC	3	President/Student Breakfast	Administration and Internal Operation Recruitment, Retention, and Counseling
JTCC	4	Learning Assistance Program	Recruitment, Retention, and Counseling Curriculum, Instruction, or Pedagogy
JTCC	5	Telecourse Orientation Session: Extended Learning Institute	Curriculum, Instruction, or Pedagogy Recruitment, Retention, and Counseling
MECC	1	Meeting Community Needs in a Rural Setting	Curriculum, Instruction, or Pedagogy Community Activity or Service Cooperation with Business and Industry
NVCC	1	Library Technical Services Open House/Walk Through of Procedures and Services	Community Information Faculty and Staff Development
NVCC	2	Project: Spruce Committee (A Project to Improve Library Appearance)	Administration and Internal Operation
NVCC	3	Mid-Term Report	Recruitment, Retention, and Counseling
NVCC	4	Use of Transparency and Incomplete Notes to aid students in note taking.	Curriculum, Instruction, or Pedagogy
NVCC	5	Cooperative Education Recruitment Project	Recruitment, Retention, and Counseling Cooperation with Business and Industry Community Information
NVCC	6	Computer Familiarization	Faculty and Staff Development
NVCC	7	Purchasing Flowchart	Faculty and Staff Development Administration and Internal Operation

NVCC 8	Establishment of Campus Writing Center	Curriculum, Instruction, or Pedagogy Recruitment, Retention, and Counseling
NVCC 9	Elimination of Nuisance Fees	Administration and Internal Operation
NVCC 10	Installation of a Telephone Sequencer	Administration and Internal Operation
NVCC 11	Energy Conservation — Power Reducers	Buildings and Grounds
NVCC 12	Energy Conservation — Turbulators in Boiler Tubes	Buildings and Grounds
PHCC 1	Mobile Computer Van	Administration and Internal Operation
PHCC 2	High School Quiz Bowl	Community Information Recruitment, Retention, and Counseling
PVCC 1	"Graduation" of Bus into Service	Community Information
PVCC 2	1984 Telephone Survey	Research and Planning Community Information
PVCC 3	PVCC "Market Share" Selected High Schools — How Many Came Directly to PVCC?	Research and Planning Community Information Recruitment, Retention, and Counseling
PVCC 4	Excellence in Instruction Seminar Series	Faculty and Staff Development
PVCC 5	Industrial Mechanics Experimental Program	Curriculum, Instruction, or Pedagogy Cooperation With Business and Industry
PVCC 6	The Window Series	Curriculum, Instruction, or Pedagogy Recruitment, Retention, and Counseling
PVCC 7	General Education Statement	Community Information Curriculum, Instruction, or Pedagogy Faculty and Staff Development
RCC 1	Creation and Operation of the Friends of the Library	Development Activities Community Activity or Service
TNCC 1	Center for Automation and Technology (CAT)	Curriculum, Instruction, or Pedagogy Cooperation with Business and Industry
TNCC 2	Small Business Institute	Curriculum, Instruction, or Pedagogy Cooperation with Business and Industry
TNCC 3	Back to College Program	Community Information
TNCC 4	Evening Student Association Programs	Recruitment, Retention, and Counseling Community Information

TNCC	5	Do Something Different	Curriculum, Instruction, or Pedagogy Community Information
TNCC	6	National Executive Housekeepers Association (NEHA) "320" Hour Certificate Program	Curriculum, Instruction, or Pedagogy Cooperation with Business and Industry
TNCC	7	College for the Young (CFY)	Curriculum, Instruction, or Pedagogy
TNCC	8	Christmas Crafts Fair	Community Activity or Service
TNCC	9	Senior Citizens Hobby Fair and Senior Citizens Organizations	Community Activity or Service
TNCC	10	Laws Everyone Should Know	Community Activity or Service
TNCC	11	Transfer Guide for Thomas Nelson Community College Students, 1984 - 1985	Recruitment, Retention, and Counseling
TNCC	12	Career Information Day	Cooperation with Business and Industry Recruitment, Retention, and Counseling
TNCC	13	Graduate Outcome Files	Recruitment, Retention, and Counseling Administration and Internal Operation
TNCC	14	Kurzwell Reading Machine	Recruitment, Retention, and Counseling Community Activity or Service
TNCC	15	Disabled Student Data Base	Recruitment, Retention, and Counseling Administration and Internal Operation
TNCC	16	High School Articulation Conference	Cooperation with Public Schools Recruitment, Retention, and Counseling
TNCC	17	Counseling Center Accountability	Administration and Internal Operation Recruitment, Retention, and Counseling
TNCC	18	A Holistic Approach to Career Development and Lifestyle Planning for Displaced Homemakers	Recruitment, Retention, and Counseling Curriculum, Instruction, or Pedagogy Community Activity or Service
TCC	1	Honors Curriculum	Curriculum, Instruction, or Pedagogy
TCC	2	Uses for a Week-end Seminar Format	Curriculum, Instruction, or Pedagogy
TCC	3	Things Fall Apart, by Chinua Achebe. The adaptation of a novel to teaching a unit on culture in an introductory sociology class.	Curriculum, Instruction, or Pedagogy
TCC	4	Revision Practices in English 111, 112 and 113	Curriculum, Instruction, or Pedagogy
TCC	5	Coordination of a Community Organization's Educational Workshops with Those of an Established College Curriculum	Curriculum, Instruction, or Pedagogy

TCC	6	"Mommy and Me" A Teaching Technique for Education 290, Coordinated Internship in Education	Curriculum, Instruction, or Pedagogy Recruitment, Retention, and Counseling
TCC	7	Literacy Committee	Curriculum, Instruction, or Pedagogy Faculty and Staff Development
TCC	8	Interdisciplinary Course (HUMN 126, Technology and the Liberal Arts)	Curriculum, Instruction, or Pedagogy
TCC	9	Telecourse Project	Curriculum, Instruction, or Pedagogy
TCC	10	Television Programs	Public Information Curriculum, Instruction, or Pedagogy
TCC	11	Gifted Students Science Enrichment Program	Cooperation with Public Schools Curriculum, Instruction, or Pedagogy
TCC	12	Grammar Hotline	Community Information Community Activity or Service
TCC	13	ESL Booklet (English as a Second Language)	Community Information Recruitment, Retention, and Counseling
TCC	14	Student Retention Plan	Recruitment, Retention, and Counseling
TCC	15	Miscellaneous Instructional Innovation (Writing Center Tutorial Course)	Curriculum, Instruction, or Pedagogy
TCC	16	United States History Course Format	Curriculum, Instruction, or Pedagogy
TCC	17	Return-To-Industry	Faculty and Staff Development Cooperation with Business and Industry
TCC	18	Grants-Supported Programs	Community Activity or Service Curriculum, Instruction, or Pedagogy Faculty and Staff Development
VHCC	1	Summer Youth Programs	Cooperation with Public Schools Curriculum, Instruction, or Pedagogy Recruitment, Retention, and Counseling
VHCC	2	Computer-Based Instruction	Curriculum, Instruction, or Pedagogy Faculty and Staff Development
VHCC	3	Recruiting Efforts	Recruitment, Retention, and Counseling
VHCC	4	Minority Recruitment	Recruitment, Retention, and Counseling
VHCC	5	Recruiting Team	Recruitment, Retention, and Counseling
VHCC	6	Alumni Picnic	Community Information

VWCC	1	VLSI - Its Impact on Your Career	Cooperation with Business and Industry Curriculum, Instruction, or Pedagogy
VWCC	2	Roanoke Valley Training Consortium	Cooperation with Business and Industry Curriculum, Instruction, or Pedagogy
VWCC	3	Governor's School Interest Center in Visual Arts	Cooperation with Public Schools Community Activity or Service
VWCC	4	Ballet Folclórico Nacional de Mexico	Community Activity or Service Cooperation with Public Schools
VWCC	5	Regional History Day Competition	Cooperation with Public Schools Community Activity or Service
VWCC	6	Seminars for High School Students	Cooperation with Public Schools Community Activity or Service
WCC	1	4-Day Week (Summer Session)	Administration and Internal Operation
WCC	2	Group Counseling for Newly Admitted Students	Recruitment, Retention, and Counseling

CENTRAL VIRGINIA COMMUNITY COLLEGE
VIRGINIA COMMUNITY COLLEGE SYSTEM

PATHFINDERS COLLEGE

A non-credit continuing education program for middle school students

General Description

A summer enrichment program for middle school students in the Central Virginia service area was established in 1982. The mission of the program (Pathfinders College) is to create a atmosphere which reinforces the excitement for learning. The program is self-supporting and employs a coordinator and faculty. The support staff and services of the college help to carry out the daily functions. The student body began with fourty students. Last year the program was developed to accommodate seventy-five students. The average class size was fifteen students. The course offerings included computer science, science, biology, foreign language (Spanish or French), ceramics, printmaking, literature, poetry, and drama. Full-time faculty and part-time faculty were involved with the program. Faculty members showed a genuine interest in their subjects and the desire to work with middle school students.

Students registered for three courses offered during the four week session. Each class lasted approximately fifty minutes with a mid-afternoon break. An orientation session and "graduation" exercise were an integral part of the program so students were exposed to the total academic cycle.

Currently, plans are being made for the fourth year of Pathfinders College. New ideas and emphasis for the curriculum make the development process exciting and challenges the staff to maintain a high level of student participation.

Benefits to the College and Community

Pathfinders College has helped to develop a working relationship with local public and private school divisions. The program provides a summer enrichment instructional program which the school divisions are unable to offer at this time. Also, the program utilizes college facilities during summer afternoons which maximizes the use of classroom space. Furthermore, full-time faculty are given an opportunity to interact with potential college students and

3506 WARDS ROAD / LYNCHBURG, VIRGINIA 24502 / Ph. 804-239-0321

their parents. Most importantly, Pathfinders College provides a vital step in public relations for the college. Parents of middle school students come to the campus and soon find the college offers courses and programs for their own educational needs.

Contact Person

Frank Lauderdale, Chairman
Extended Learning Division
Central Virginia Community College
3506 Wards Road, Lynchburg, Va. 24502
804-239-0321

To the student: Indicate your preference for the courses to be offered by numbering your first choice 1, to your sixth choice 6. Students should include two courses from each of the three sessions in their preference list.

- ____ Biology (session III)
- ____ Ceramics/printmaking (I,II)
- ____ Chemistry (I,II)
- ____ Computer Science (I,II,III)
- ____ Creative Dramatics (III)
- ____ French (I,II)
- ____ Lines and Rhymes (I)
- ____ Spanish (III)
- ____ Textile Design (III)
- ____ Worlds of Imagination (II)

PATHFINDERS • COLLEGE •

PATHFINDERS • COLLEGE •

SUMMER 1984 CLASS SCHEDULE!

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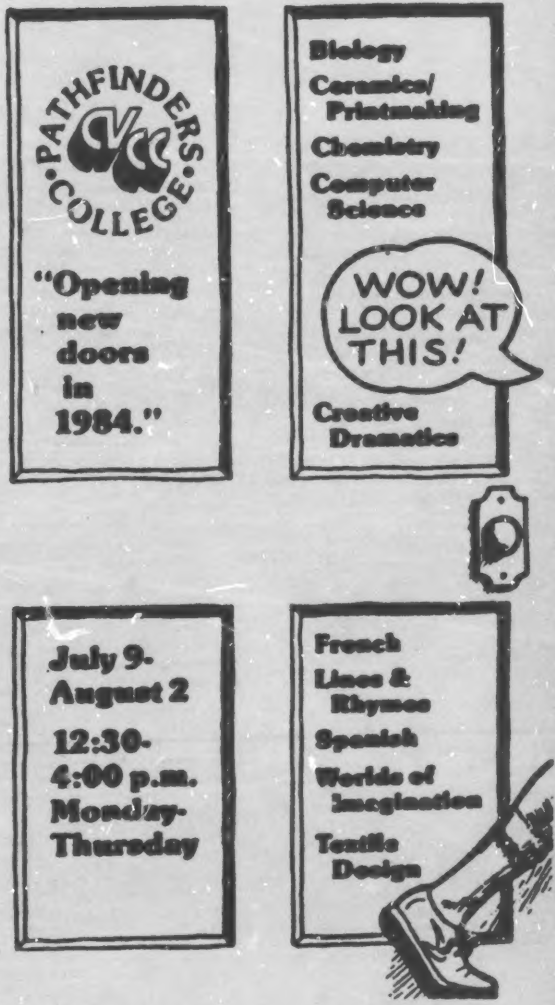
PATHFINDERS • COLLEGE •
"Opening new doors in 1984."
Biology
Ceramics/ Printmaking
Chemistry
Computer Science
WOW! LOOK AT THIS!
Creative Dramatics
July 9- August 2
12:30- 4:00 p.m.
Monday- Thursday
French
Lines & Rhymes
Spanish
Worlds of Imagination
Textile Design

The Extended Learning Division is pleased to offer for the third summer a program for highly motivated students who have just completed fifth, sixth, seventh, or eighth grades. The program will offer young students opportunities for introducing or broadening their knowledge in an environment which reinforces excitement for learning. Instruction will be offered by faculty of CVCC. A special feature of the summer will be special activities from sports to mystery guests during break time. The expanded program is designed for new or returning Pathfinders.

PATHFINDERS · CVCC · COLLEGE

Dates: **July 9-August 2**

Times: **12:30-4:00 Monday-Thursday**

Tuition: $95.00 (for the 4-week program). Not refundable after July 9, 1984.

Students Eligible: **Completed fifth through eighth graders**

Schedule: **July 9th** 12:30–parent/student orientation, room 2123 Amherst Building. All sessions will meet on the first day.

Session I 12:30-1:25 p.m.
Session II 1:35-2:30 p.m.
Break 2:30-3:05 p.m.
Session III 3:05-4:00 p.m.

Students will be able to enroll in three courses. When application is made, the student will indicate six preferred courses. Class assignments will be made in accordance with student preferences unless schedule modification or class size adjustments are necessary. (Average class size: 15 students per session) *Early registrants will be given priority so early registration is suggested.* **Deadline: June 20, 1984**

Course Descriptions

Biology (Lindeman) *Session III*
Students will learn how biologists explain and experiment with living things by planning and carrying out projects in the field or laboratory. The computer will be used to simulate some biological processes.

Ceramics/Printmaking (Black-*Mon., Weds.*; Moody-*Tues., Thurs.*) *Sessions I and II*

In ceramics, students will learn hand building methods and will be introduced to the potter's wheel. Students will also learn how to glaze and fire their pieces.

In printmaking, students will create an original design by using various carving and printing techniques. Both mini-courses will allow students to express themselves through an artistic medium.

Chemistry (Howe) *Sessions I and II*
Students will learn how molecular structure produces properties of compounds and materials found in the household, neighborhood, and environment.

Computer Science (Beasley) *Sessions I, II, III*
Students will have an introduction to computers. They will learn how computers work and learn some programming techniques using the BASIC language.

Creative Dramatics (Layne) *Session III*
Students will discover the world of dramatics by exploring pantomime, sensory explorations, theatre games, physical and vocal exercises, monologues, scenes, and improvisation.

French (Cash) *Sessions I and II*
Students will learn about French language and culture by acting out everyday situations, viewing films, and meeting special guests.

Lines and Rhymes: Writing Creatively (Worsham) *Session I*
The student will be able to experiment freely with many forms of creative writing such as free writing, "found" poems, haiku, limericks, etc. The class will publish a small magazine containing the original writings and prepare a "Pathfinders Newsletter" highlighting the 1984 program.

Spanish (Hermosa) *Session III*
Students will have an introduction to the Spanish language and culture by learning everyday situations, acting out plays and singing Spanish songs.

Textile Design (Moody) *Session III*
Students will discover that textile design is more than just a surface decoration by creating their own batik, stenciling, and silkscreen projects. The various methods of fabric design will allow students to express themselves artistically.

Worlds of Imagination: Myth, Folktale and Fantasy (Worsham) *Session II*
Students will learn the relationships between myth and reality by studying the myths of Mount Olympus to the tales of Uncle Remus, and on to the modern world of C. S. Lewis and J. R. Tolkein.

Application Form – *Registration deadline* June 20, 1984

Early registrants will be given course selection priority.
Complete the information below and include a check for $95.00 payable to CVCC and send to:
Pathfinders College, Extended Learning Division, CVCC, 3506 Wards Road, Lynchburg, Virginia 24502

Name of student ______________________ Phone ______________

Address ______________________

Parent/Guardian ______________________

Grade student will enter Fall '84 ______________________

School student will attend Fall '84 ______________________

Enrollment will be limited to 75 students. Early registration is advised.

For further information contact the CVCC Extended Learning Division and ask for Mrs. Cheryl Lindeman, Coordinator of Pathfinders College or for one of the Co-Coordinators, Mrs. Sanders or Mrs. Chow.
● Telephone 239-0321 Ext. 210, 341, or 342 ● (see over)

CENTRAL VIRGINIA COMMUNITY COLLEGE
VIRGINIA COMMUNITY COLLEGE SYSTEM

WOMEN'S FOCUS

A non-credit continuing education program for women in the Central Virginia area.

General Description

Women's Focus, a three day series of workshops, was established in 1979 as a cooperative effort between Central Virginia Community College, several social service agencies in the area, and the Woman's Resouce Center. Later additional women's civic organizations became sponsors. The program is self supporting and employs a coordinator. The workshop leaders, knowledgeable women from the community, are paid an honorarium. The support staff and services of the college contribute to the success of the program. Enrollment has increased over the years from approximately 300 in the first session to 1085 in 1984. The average class size in 1984 was 23 participants. The workshops cover diverse topics from personal finance, to use of color, to diet and exercise.

The Steering Committee, made up of representatives from the various sponsoring agencies, carry heavy responsiblity for content of workshops, publicity, and their organizations provide volunteers to help on the three Focus days.

A brochure is prepared and distributed throughout the Central Virginia area. Students may register for from 1 to 9 workshops. Each workshop is approximately two hours long. There are two special event luncheons.

Women's Focus '85 is scheduled for March 20, 21, 22. There has traditionally been a different coordinator each year for Focus which has provided a different view point and emphasis for each year's presentation.

Benefits to the College and Community

Women's Focus, through its Steering Committee and workshops, has involved new groups of women with the college. They have become knowledgeable of the concern the college has for the community and of the facilities available for the community at the college. Workshops and luncheons provide an instructional program for women in the community. Women's Focus has performed an excellent public relations function for the college through its publicity, involvement of community leaders, and education.

Contact Person

Frank Lauderdale, Chairman
Extended Learning Division
Central Virginia Community College
3506 Wards Road
Lynchburg, VA 24502
804-239-0321

Central Virginia Community College
3506 Wards Rd.
Lynchburg, Virginia 24502

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WOMEN'S FOCUS '85

Today's Woman

Her Health,
Her Wealth,
Her Life,
Her Business
and
Her Leisure

Location:

Central Virginia Community College, Route 29 South, Lynchburg, Virginia 24502

Registration:

To reserve your place in a workshop, complete and mail in the enclosed registration blank to:
Women's Focus '85, 3506 Wards Road, Lynchburg, VA 24502

Enclose appropriate fees for workshops, childcare, and box luncheon with your registration blank. Your registration will be confirmed by mail. For questions call: Women's Focus '85, 239-0321, Ext. 210.
The day of your first workshop, check in at the Registration desk in the Student Lounge at CVCC for room assignments and other information.
REGISTRATION DEADLINE: March 13th

Child Care:

Child care will be available at Central Virginia Community College, provided by the Home Economics Department of Liberty Baptist College. Cost will be $2 per session. Reservations are required. A space for reserving child care is provided on the registration form.

Women's Focus '85 Special Events

Luncheon and Guest Speaker
March 20, 12-2 p.m.
Student Lounge, Central Virginia Community College
Dr. Lynne Lonnquist of Mary Baldwin College will speak on "The 80's: A Decade of Challenge."
Luncheon sponsored by the Lynchburg Montessori School.
Luncheon Menu: Homemade rolls with ham, fruit salad, crudites, chocolate tart, coffee or tea. Price: $4.00
Luncheon reservations please. Your registration will be available.

Share of Honor Luncheon and Fashion Show
March 21, 12-2 p.m.
Student Lounge, Central Virginia Community College
Display of historic costumes from the Collection of Randolph-Macon Woman's College Alumnae Association, slide presentation from "A Share of Honor" from the Virginia Women's Cultural History Project, and informal modeling of fashions from Susan's Place.
The box luncheon is provided by the Episcopal Women of St. Anne's.
Luncheon Menu: Chicken salad rolls, tomato aspic, potato chips, fresh fruit, brownie or butterscotch square, coffee or tea. Price: $4.00
Luncheon reservations please. Your registration will be available.

Free Film
March 22, 12-2 p.m.
Bring your lunch and attend a Leo Buscaglia film between 12 and 2 p.m.
Please check Registration desk for further information.

Sponsors/Steering Committee Members:

[illegible] Allen, Family Service of Central Virginia, Inc
[illegible], CVCC
Dr. [illegible], Liberty Baptist College
[illegible], YWCA of Lynchburg
[illegible], League of Women Voters
[illegible], Church Women United
[illegible], Department of Education, Virginia Baptist Hospital
[illegible], Altrusa Club of Lynchburg
[illegible], American Association of University Women
[illegible], CVCC
Dr. [illegible], Counseling, CVCC
[illegible], Women's Resource Center
[illegible]
[illegible], Junior League of Lynchburg
[illegible], Lynchburg Extension Service
[illegible], Business and Professional Women's Club
[illegible]
Dr. [illegible], Family Service of Central Virginia, Inc.
[illegible], Coordinator, Women's [illegible]

Today's Woman — Her Health, Her Wealth, Her Life, Her Business and Her Leisure

1. Her Health

A. Learning to Care for Your Sick Child at Home
Wednesday, March 20, 2-4 p.m.
Thursday, March 21, 10-12 a.m.
Dr. Elizabeth Mumper, Pediatrician

Purpose: The workshop will focus on helping parents care for common childhood illness at home. The things to do at home before you call the doctor.

B. Women's Rights and Responsibilities as Health Consumers
Wednesday, March 20, 10-12 a.m.
Thursday, March 21, 7-9 p.m.
Carol Rose Martin, Life Enhancement and Adjustment Programs

Purpose: The workshop will examine rights and responsibilities of women health care consumers while discussing assertive and communication skills helpful in dealing with providers of health care.

C. Eating Disorders: Understanding Bulimia and Anorexia Nervosa
Wednesday, March 20, 7-9 p.m.
Thursday, March 21, 10-12 a.m.
Therese Nemerath, Clinical Psychologist

Purpose: The workshop will provide an opportunity to understand the dynamics leading to eating disorders and give suggestions towards recovery.

D. Life Style Choices: To Be Well or Not to Be Well
Thursday, March 21, 7-9 p.m.
Friday, March 22, 10-12 a.m.
Carol Driskell, R.N., M.Ed., Director of the Wellness Program, Courtside A.C./Virginia Baptist Hospital with Cathy Costello, B.S.

Purpose: Wellness is a healthy approach to living at one's maximum potential. You choose living habits which affect your health. This workshop will focus on the lifestyle choices you make in the areas of fitness, nutrition, safety, and emotional coping.

2. Her Wealth

A. You and Your Money: A Love-Hate Relationship
Wednesday, March 20, 2-4 p.m. and 7-9 p.m.
Charlotte Fischer, Vice President, United Virginia Bank

Purpose: We love what money will do for us, but hate the complexities of getting it, keeping it, and keeping up with it. The workshop will cover ways to make our everyday financial lives run more smoothly.

B. More Value for Your Money $$ (Nutrition, Clothing, Housing)
Friday, March 22, 10-12 a.m. and 7-9 p.m.
Shirley Watson, VPI Extension Agent, Home Economics, Appomattox County

Purpose: Would you like to — Get more value from your nutrition, clothing, and housing dollars? Sharpen your management skills and make your resources work for you in the most effective and efficient manner? Attend this workshop and learn ways to do so.

3. Her Life

A. Living with Loss, Loneliness, and Depression
Wednesday, March 20, 7-9 p.m.
Thursday, March 21, 2-4 p.m.
Gloria Seward Smith, Counselor/Program Coordinator, Women's Resource Center

Purpose: Loss is an inevitable part of the human experience. Throughout life each person encounters numerous losses — of roles, relationships, possessions, and, ultimately, the loss of his or her own life. The purpose of this workshop is to enable persons to better cope with the loneliness and depression that accompanies loss.

B. Retirement Planning: Before and After the Gold Watch
Wednesday, March 20, 10-12 a.m.
Friday, March 22, 7-9 p.m.
Betty Crenshaw, Director of Resident Services, Westminster-Canterbury

Purpose: Retirement can offer the opportunity to pursue interests unhampered by the demands of a job and its day-to-day responsibilities. Yet it can create anxieties about maintaining a way of life, about financial and personal security, about physical well-being. These anxieties can prevent one from getting the most out of retirement years, but they can also be eliminated with some advance planning.

C. Women's Changing Roles
Thursday, March 21, 2-4 p.m. and 7-9 p.m.
Dr. Shirley W. Strickland, Professor of Sociology-Anthropology, Randolph-Macon Woman's College

Purpose: The workshop participants will consider what has happened to the roles of women in the United States and elsewhere, and decide together how the changes have affected our own lives.

D. When Adult Children Come Home
Thursday, March 21, 7-9 p.m.
Friday, March 22, 2-4 p.m.
Jeanette Albert, Family Life Counselor, Family Services of Central Virginia

Purpose: You just got used to your "empty nest", loved the freedom and flexibility, now a young adult child returns. This group will address the feelings and look at the limits, rules, etc., necessary for maintaining "peace" while fostering independence.

E. Divorce Mediation
Thursday, March 21, 7-9 p.m.
Friday, March 22, 2-4 p.m.
Dr. Nancy Young, Family Mediator

Purpose: Mediation, a relatively new approach to obtaining a divorce settlement, will be described and discussed. Particular attention will be given to comparing mediation to negotiation through attorneys.

4. Her Business

A. How to Survive This Business of Living
Thursday, March 21, 7-9 p.m.
Friday, March 22, 10-12 a.m.
Nancy Sumner, R.N., C.C.E., Virginia Baptist Hospital

Purpose: No one's life is free of conflict. It's not the absence of stress, but how we deal with it that helps us maintain the balance in our lives. (Participants bring a blanket.)

B. Leadership Development
Wednesday, March 20, 2-4 p.m.
Friday, March 22, 7-9 p.m.
Dr. Treva Babcock, Chairman, Home Economics Department, Liberty Baptist College

Purpose: Purposes of the workshop are three: to provide an opportunity to explore individual leadership potential, to analyze one's leadership style, and to begin the development of leadership skills and strategies.

C. Speaking Effectively in Public Life
Thursday, March 21, 10-12 a.m.
Friday, March 22, 2-4 p.m.
Sally Kearsley, Director Career Counseling, Randolph-Macon Woman's College

Purpose: The workshop will deal with communication skills, how to organize your presentations and think on your feet, how to have your thoughts heard in both formal and informal meetings.

5. And Her Leisure

A. You Can Wear Any Color
Wednesday, March 20, 10-12 a.m. and 7-9 p.m.
Thursday, March 21, 2-4 p.m.
Doris Pugner and Becky Giles, Color Counselors, Color Me Beautiful

Purpose: Exciting information on adding color and expanding style. To expand clothing personality and learn how to wear colors not necessarily in one's color palette.

B. Decorating in General
Thursday, March 21, 7-9 p.m.
Friday, March 22, 2-4 p.m.
Ruth Gomes, Interior Decorating Instructor, Liberty Baptist College

Purpose: This workshop will provide an opportunity to look at varied decorating styles and designs. Color, proportion and other magic will be used to deal with decorating problems. Tips to make your home decorating current.

C. Needle Crafts in 1985
Wednesday, March 20, 10-12 a.m.
Friday, March 22, 7-9 p.m.
Helen Whichlen, American Needlepoint Guild with Isabel Biller and Joyce Duncan

Purpose: A panel discussion of needlepoint, cross stitch, quilting, drawn thread technique, net darning and surface stitchery. Samples of finished work and work in progress will be displayed. Questions from the participants are welcome.

Committees for Women's Focus:

Program: The Steering Committee
Publicity: Karen Posner, Chairman, Yvette Turner
Implementation: Judy Berger
Arrangements: Susan Sanders, Chairman
Brochure/Information Flier: Nancy Young, Jeanette Albert
Chairman of Share of Honor Luncheon: Laura Stevens
Chairman of Women's Brown Bag Luncheon: Pat Bower
Registration: Judy Albeck, Chairman
Coordinator: Becky Olsen
The Planning Committee wishes to express special thanks to The Design Group and Sumner's Place.

Registration Form

I am registering for the following workshops ($4.00 each or $25.00 for the entire days). Childcare will be $2.00 per child per workshop. Be sure to check the workshops you plan to attend.

Wednesday, March 20
Morning
☐ 1-B Women Health Consumers
☐ 3-B Retirement Planning
☐ 5-A Wear Any Color
☐ 5-C Needlecrafts 1985
☐ Childcare
☐ Box Lunch

Afternoon
☐ 1-A Care for Child
☐ 2-A You and Your Money
☐ 4-B Leadership Development
☐ Childcare

Evening
☐ 1-C Eating Disorders
☐ 2-A You and Your Money
☐ 3-A Living with Loss
☐ 5-A Wear Any Color
☐ Childcare

Thursday, March 21
Morning
☐ 1-A Care for Child
☐ 1-C Eating Disorders
☐ 4-C Speaking Effectively
☐ Childcare
☐ Box Lunch

Afternoon
☐ 3-A Living with Loss
☐ 3-C Women's Changing Roles
☐ 5-A Wear Any Color
☐ Childcare

Evening
☐ 1-B Women Health Consumers
☐ 1-D Life Style Choices
☐ 3-C Women's Changing Roles
☐ 3-D Adult Children Home
☐ 3-E Divorce Mediation
☐ 4-A Business of Living
☐ 5-B Decorating in General
☐ Childcare

Friday, March 22
Morning
☐ 1-D Life Style Choices
☐ 2-B More Value for $
☐ 4-A Business of Living
☐ Childcare

Afternoon
☐ 3-D Adult Children Home
☐ 3-E Divorce Mediation
☐ 4-C Speaking Effectively
☐ 5-B Decorating in General
☐ Childcare

Evening
☐ 2-B More Value for $
☐ 3-B Retirement Planning
☐ 4-B Leadership Development
☐ 5-C Needlecrafts 1985
☐ Childcare

Name ______________________ Soc. Sec. No. ______________
Address ______________________ City ______________ Zip ______
Phone: Home ______________________ Work ______________________

Children for childcare program. No cribs are provided.

Name ______________________ Age ______
Name ______________________ Age ______

Number of Workshops: __________ X $4.00 = ______________
Childcare: __________ X $2.00 = ______________
Box Lunches: __________ X $4.00 = ______________

Total enclosed ______________________

Make check payable to Central Virginia Community College and send to Women's Focus '85, 3506 Wards Road, Lynchburg, Virginia 24502. Telephone 239-0321, Ext. 210. CEU's are available upon request.

CENTRAL VIRGINIA COMMUNITY COLLEGE
VIRGINIA COMMUNITY COLLEGE SYSTEM

ADMISSIONS INFORMATION CARD

WHAT:
A 5"x7" card requesting the following information: name, address, phone number (work and home), a listing of information needed by the person requesting information, such as, catalog, application (curricular, non-curricular), class schedule (Sum,F,W,Sp), financial aid information, VA information, testing information, and a space for "other" information needed. The back of the card lists our various programs. This part is used mostly by counselors on visits to high schools and agencies.

The card is completed by the person taking the phone call or making the visit. Information requested is sent by the Admissions Office. Cards are retained and a follow-up letter is sent to those who have not applied to the college.

RESULTS:
Used to make follow-up contact with persons who receive information about the college but do not respond. A letter is sent giving information about ways we may assist them and an explanation of our programs.

ADDITIONAL INFORMATION:
Name, address and phone number of prospective students.

CONTACT:
R. L. Bashore, Dean of Student Services

ADMISSIONS INFORMATION CARD

NAME (Last First (MI)

ADDRESS (Street)

(City) (State) (Zip Code)

PHONE: Home ( )____________________ Work ( )____________________

INFORMATION REQUESTED:

___Catalog
___Application
 ___Curricular
 ___Non-Curricular
___Class Schedule
 (Sum F W Sp)

___Financial Aid Information
___Veterans' Benefits Information
___CGP Test Information
Other:

Date Requested____________________ Date Sent____________________

Rev. 11/84

NAME:____________________

Soc. Sec. No.____________________

High School____________________

DIRECTIONS:

Circle the program or programs of study that best describe your educational plan. If you are undecided, circle a selection in that area.

Transfer Curriculums
(Two-year program in preparation for transfer to a four-year institution)

213	Business Administration
625	Education
831	Engineering
699	General Studies
648	Liberal Arts
880	Science

Undecided

1001	Undecided - but probably will transfer to a 4-year college
3001	Undecided - but probably a 2-year program in preparation for employment
4001	Undecided - but probably less than a 2-year program in preparation for employment
5001	Undecided - totally undecided but want some kind of education

Occupational-Technical Curriculums
(Programs in preparation for employment)

203	Accounting Technology
400	Administration of Justice
902	Automotive Diagnosis & Repair
211	Banking and Finance
204	Bookkeeping
220	Business Supervision
221	Career Studies
634	Child Care
513	Commercial Art
210	Computer Operations
209	Data Processing
942	Electricity
981	Electronics Technology
427	Fire Science
218	General Clerical
968	General Engineering Technology
480	Human Services Technology
261	Legal Assistant
957	Machine Operations
959	Machine Shop
960	Machine Tool
212	Management
252	Marketing
151	Medical Laboratory Technology
152	Medical Record Technology
979	Quality Control
172	Radiologic Technology
182	Respiratory Therapy Technology
276	Secretarial Science
629	Teacher Aide
281	Transportation

CVCC 4

CENTRAL VIRGINIA COMMUNITY COLLEGE
VIRGINIA COMMUNITY COLLEGE SYSTEM

PROJECT: "A Different Type of Final Examination"

On the date of the final examination for BUAD 167, Introduction to Labor Relations, the students attend and participate in a Mock Grievance Arbitration Hearing. The students assume and dress in the various roles of the individuals involved in an Arbitration Hearing.

Grievance handling is one of the most important aspects of the Labor Relations Process. With more and more cases going to court this aspect will increase in importance as time goes on.

From this hearing, which follows the same rules as the real counter part, the student gains a "feeling" for the Labor Relations Process other than what is expressed in the textbook.

This hearing gives the student a chance to be evaluated from an additional approach. The participant is evaluated from both the individual and team approach. Therefore, the team spirit between management and labor is usually very competitive—both sides seeing Labor Management Relations in action.

Often industrial relations people from the community will assist in giving advice to the management side as will Labor Union Leaders from the community assist the labor side in preparing the case. This gives both the students and faculty a chance to involve community leaders and give them insight into this phase of the Community College Program.

In conclusion this hearing gives the students a chance to apply what they have learned and come away from the course with a good feeling.

For more information call William Heath, Assistant Professor of Business.

February 18, 1985

3506 WARDS ROAD / LYNCHBURG, VIRGINIA 24502 / Ph. 804-239-0321

CENTRAL VIRGINIA COMMUNITY COLLEGE
VIRGINIA COMMUNITY COLLEGE SYSTEM

PROJECT: Business Statistics Projects

At the present time I have a team of Business Statistics (BUAD 251, 252, 253) Students working with The Medical Records Departments of the two major hospitals in the Lynchburg area.

With the help of the Chief Physician in charge on the Oncology Unit the students are reviewing data on Lung Cancer Patients in both hospitals. They are going back three years and are trying to find trends in connection with this disease. One of the factors they are taking a look at is just how many lung cancer patients smoked at the time the disease was diagnosed. Also being reviewed are the areas within the city and various counties from which the subject patients came.

When the study is completed it will be presented to the Full Tumor Committee of both hospitals by the students.

This has been an excellent opportunity for the students to use an important application of the material learned in the classroom. It also has provided a means of help and cooperation between the college and the community.

In talking with the physician, recently, indications are that the project will be continued in the future, perhaps looking at other types of cancer or some other major disease.

For more information call William Heath, Assistant Professor of Business.

February 18, 1985

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CENTRAL VIRGINIA COMMUNITY COLLEGE
VIRGINIA COMMUNITY COLLEGE SYSTEM

PROJECT: "The Inventory Test" for BUAD 251, 252, 253—Business Statistics

One of the major problems in teaching the student business statistics is having the individual fall behind in class or miss a concept which will be needed later in the course.

Therefore, I find it very helpful to have a Lab Session with the students about every fifth or sixth period. This involves handing out a test paper (The Inventory Test) with a number of word problems in it. The students work these problems in class in small groups of two or three individuals working together.

The Test Type Paper is called an Inventory Test because it will make clear to the student just how much of the material he or she has on the "Education Shelf," and how much additional work will be required to "Stock Up" in time for the test. (The student grades the test himself.)

This period will also give the Instructor the opportunity to work with the students on an individual basis and help clear up any points that they may be having trouble with.

By using this method I have found that, on the average, the students receive one letter grade higher on the test. This covers the area with those students who for one reason or another are afraid to ask for help. When the students take the Inventory Test home with them, it provides an excellent study instrument in preparation for a test.

For more information call William Heath, Assistant Professor of Business.

February 18, 1985

3506 WARDS ROAD / LYNCHBURG, VIRGINIA 24502 / Ph. 804-239-0321

CENTRAL VIRGINIA COMMUNITY COLLEGE
VIRGINIA COMMUNITY COLLEGE SYSTEM

PROJECT: "Non-Traditional Classes in Business"

The Business Division, working through the College's Continuing Education Department, has begun to design some courses for home study.

Survey of American Economics and Introduction to Business were the first courses designed under what is called Extended Learning. Course materials are specifically designed by full-time instructors whereby students may complete a variety of self-paced study materials in their homes. Students schedule appointments with their instructor who monitors each student's progress, administers tests, and answers questions. These courses allow students to secure college credits on a tutorial basis instead of attending class in the traditional manner. They are particularly suitable for people whose work schedules conflict with classes for mothers at home with small children or handicapped persons. Faculty are paid on a pro-rata basis, with 33 students being considered as having a "full" course.

The initial student response was favorable enough to encourage CVCC to also develop Extended Learning courses for Introduction to Marketing and Principles of Supervision.

For more information, contact Terry Riddle in the Business Division or Frank Lauderdale in the Office of Continuing Education.

February 18, 1985

3506 WARDS ROAD / LYNCHBURG, VIRGINIA 24502 / Ph. 804-239-0321

CVCC 8

CENTRAL VIRGINIA COMMUNITY COLLEGE
VIRGINIA COMMUNITY COLLEGE SYSTEM

PROJECT: "Supervisory and Management Training for Corporate and Institutional Clients

In the course of recruiting students for CVCC's credit course offerings in the Business Division, numerous meetings were held with representatives of area businesses, industrial firms and institutions. The format for these meetings involved the division chairman, sometimes accompanied by faculty members, introducing the College catalog and program brochures to company officials to familiarize them with the kinds of course offerings available through the College.

Often, the result of these meetings was that managers would explain their need for supervisory training or some other specialized form of organizational training. The managers would stress the fact that they wanted relevant, "nuts and bolts" type learning experiences, which employees could relate directly to their daily work. They were not interested in or desired any type of college credit course for a variety of reasons.

During calendar year 1984, approximately twelve organizations in the Central Virginia area have benefitted from these programs which were tailored by the College to meet the companies' specific training needs.

As a direct benefit to the College, we can document the fact that a number of participants from these non-credit seminars later enrolled in credit courses at the College. A secondary benefit has been increased revenue through the Office of Extended Learning.

To follow up last year's success, 1985 has begun with a guest speaker appearance by the division chairman at a monthly meeting of the Personnel Association of Central Virginia to present these programs available through the College. A mailing was then sent to each member of the association to reinforce the fact that the College wants to meet both the credit and non-credit training needs of the organizations in our service area.

For more information contact Terry Riddle or Paul Morrison in the Business Division.

February 18, 1985

3506 WARDS ROAD / LYNCHBURG, VIRGINIA 24502 / Ph. 804-239-0321

CENTRAL VIRGINIA COMMUNITY COLLEGE
VIRGINIA COMMUNITY COLLEGE SYSTEM

CVCC in Focus

Development of Project: A local television station was contacted several weeks prior to Community College Week to assist in developing a program which not only would be informational as well as entertaining, but also serve as a college recruiting tool. Community College Week activities were chosen as the focal point of the filming of "CVCC in Focus" since all college divisions utilized a centrally located exhibit area in the city's most active shopping mall. Moreover, some of the most modern pieces of equipment and distinctive innovations of each division were prominantly displayed. Division chairmen were available to answer questions, give general information and describe salient features of displays.

A cross section of currently enrolled CVCC students were invited to the mall to be interviewed by the television host. The mall's lovely waterfall served as a backdrop for the interviews.

A Channel 6 television personality along with CVCC's Coordinator of Counseling Services co-hosted the thirty-minute taping. The program was aired four times in connection with local Community College Week activities.

Results: The multiple airings generated tremendous viewer participation. Additionally, segments of the program will be used by counselors during high school senior recruitment. Other college members are planning to use the film in such on-campus activities as Career Fair.

Contact: Dr. Dorothy M. Quarles
Coordinator of Counseling Services
Central Virginia Community College
3506 Wards Road
Lynchburg, VA 24502

CVCC 10

CENTRAL VIRGINIA COMMUNITY COLLEGE
VIRGINIA COMMUNITY COLLEGE SYSTEM

Presentation of the Virginia VIEW Occupational Information System

Two of the last three years at Central Virginia Community College the Counseling Department set up a display of the Virginia VIEW Occupational Information System at River Ridge Mall in Lynchburg, Virginia. This new mall is the major shopping center for Lynchburg and surrounding areas. Community adults who might not otherwise have had a chance to become aware of the VIEW materials visited the display. VIEW materials included principally a microcomputer career search to generate a list of occupations for participants and a set of microfiche that describes the top 270 occupations in Virginia. The academic divisions of CVCC also participated in the second visit to assist in awareness of occupational training programs. Displays by the divisions included health careers, business careers, high technology careers and liberal arts.

The displays were coordinated through the mall marketing director and advertising for the event was provided by local radio and TV stations.

CONTACT: George Frisbie, Counselor, Central Virginia Community College for more information.

3506 WARDS ROAD/LYNCHBURG, VIRGINIA 24502 / Ph. 804-239-0321

CENTRAL VIRGINIA COMMUNITY COLLEGE
VIRGINIA COMMUNITY COLLEGE SYSTEM

COMPUTER GRAPHIC TECHNOLOGY IN COMMERCIAL ART

One area of course development and revision that I have been heavily involved with for the past two years is incorporating computer graphic technology in commercial art instruction. These applications include new ways of doing things and ways of doing new things that couldn't be done before.

Some examples are using computers for:

1. creating of illustrations for print or electronic media
2. combining computer-generated images with video images
3. layout of type and picture elements (in place of T-square, etc.)
4. type specification and type fitting in the design of print communication.

(One) and (four) have already been implemented in preliminary stages. (Two) and (three) may be developed within the next two years depending on what kind of equipment we may be able to acquire, and what kind of time is available for development.

For More Information Contact: Lee Greever

CVCC 12

CENTRAL VIRGINIA COMMUNITY COLLEGE
VIRGINIA COMMUNITY COLLEGE SYSTEM

THE PIEDMONT EXPORT EXPANSION PROGRAM PROJECT

The concept of the Piedmont Export Expansion Program (PEEP) was first discussed by two officers of the Piedmont Foreign Trade Council of Lynchburg, Virginia, Mr. Gerald M. Wilson, President, and Mr. Eduardo A. Peniche, former president of the Council and faculty member of Central Virginia Community College. During the fall of 1982, Mr. Peniche collaborated with Mr. Ralph W. Brown, Jr., Coordinator of Research and Planning at the college, to develop a grant proposal that was subsequently funded by the Virginia State Council of Higher Education. This proposal was originally titled "A Model For Utilizing Higher Education Institutions to Promote an Export Expansion Program for Central Virginia." Eventually, the project became known as the Piedmont Export Expansion Program (PEEP). The area of study selected was Latin America.

The basic set of objectives for this program was identified as shown below:

- To increase the number of local businesses entering or expanding export trade.
- To increase the utilization of the services of CVCC's Cross-Cultural and Foreign Language Resource Center by area export businesses.
- To increase the number of academicians and businessmen who have acquired new knowledge in international trade procedures.

The program features were as follows:

- How to Find Export Opportunities
- Developing Sound Export Marketing Plans
- Coping with Cultural Differences
- Financial Services for Exporters
- Management Problems in Export Trade
- Services Available from the Piedmont Foreign Trade Council

The main thrust of PEEP was aimed at establishing a meaningful cooperative program between businesses engaged in foreign commerce and regional higher education institutions to further develop, through a series of seminars, workshops, and regular academic instruction, international trade for the entire Piedmont area of Virginia. The acceptance by the community was outstanding and all objectives of the project were met. Three colleges became active participants in the program: Central Virginia Community College, Lynchburg College and Randolph-Macon Woman's College. CVCC became the administrative institution and this writer was appointed as the overall program coordinator.

...Continued

The program was designed to provide the participants with the educational opportunity to experience both academic and experiential learning sessions. This was accomplished by the use of both academicians and export trade business exports in a cooperative instructional setting. The once-a-week core classes: International Marketing, Cultural Differences, Export Documentation, Balance of Payments, etc. were held during evening hours at Lynchburg College. With Latin America having been designated as the initial area of study, Spanish and Portuguese became the target languages. These were offered through the Cultural Resource Center at CVCC. The language course was offered as "Spanish for Businessmen and Travelers." Interestingly enough, though there were only 12 students enrolled in the core courses, 31 persons signed up for the one-year language component of the program; these included two business executives and their wives, businessmen and investors, and senior citizens contemplating traveling to Latin America. Two native speakers, with ample academic credentials both in linguistics and business, were selected as instructors. In fact, the PEEP project officers included an International Marketing Consultant as Dean; this writer as Project Coordinator; a bank vice-president was designated as Associate Dean for the Corporate Sector; the Dean of the School of Business at Lynchburg College became the Associate Dean for Academic Affairs; and a local statistician and consultant became the Research Associate responsible for the final report on the project. All of these individuals had traveled extensively abroad, and three of them are multilingual.

The highlight of each quarter of academic work proved to be the visit to the City of Lynchburg, Virginia by Latin American diplomats participating in the scheduled workshops and seminars. These included representatives from Honduras, Guatemala, Peru, Colombia, Costa Rica and Venezuela; and the Director of the Maquilladora project in the U. S. - Mexican border. The distinguished visitors presented their views to the program participants, attended the Piedmont Foreign Trade Council's meetings for questions and answers, visited and spoke to college students interested in languages and international studies, toured local businesses and discussed potential export opportunities, and met with groups of Chief Executive Officers from both the business and academic communities.

In summary, as a result of this joint venture between academia and businesses, the Community Colleges may be viewed as potential resource facilities to assist in the economic well being of these United States.

Contact Person: Eduardo A. Peniche
Assistant Professor of Foreign Languages

PRE-REGISTRATION FORM for Piedmont Export Expansion Program

FULL Name: ______________________________
Last First Middle

Company Organization: ______________________________

Address: ____________________ Tel. No.: ____________

City-State-Zip: ______________________________

Position: ____________________ Education: ____________

Please send me your Fall 1983 Course Schedule and Registration form. I intend to attend all three academic quarters (Fall, Winter and Spring) and receive the corresponding certificate at the end of the academic year.

☐ I am being sponsored by my company ☐ I am not being sponsored

Mail to: Extended Learning Division
ATTN: PEEP
Central Virginia Community College
3506 Wards Road
Lynchburg, VA 24502

(Signed) ______________________________

Central Virginia Community College is an equal opportunity affirmative action institution.

Project Office

PFTC Office
Lukens Corporation
1117 Jefferson Street
(Entrance at 12th & Commerce)
Lynchburg, VA 24505

CONTACT TELEPHONE AT CVCC:
804-239-0321 EXT. 341/342.

3506 WARDS ROAD
LYNCHBURG, VA. 24502

New York
Piedmont Virginia
New Orleans
GULF OF MEXICO
BAHAMA
CUBA
WEST INDIES
HAITI
CARIBBEAN SEA
CENTRAL AMERICA
COSTA RICA

Central Virginia Community College

Piedmont Foreign Trade Council

PIEDMONT EXPORT EXPANSION PROGRAM

Our Purpose:
Develop Foreign Commerce in the U. S. and Central Virginia in particular.

SCOPE OF THE PROGRAM

Our Nation's export and world trade activities have significant impact on the health and growth of businesses and industries in our Commonwealth.

Today's highly competitive world market, including not only the industrialized nations, but the fast developing third world nations offers new and exciting opportunities for Virginia companies. With the opportunities come pitfalls, however, and it is imperative that Virginia businessmen acquire a better understanding of the unique concepts and practices of international trade.

This intensive and comprehensive program is designed to help you more effectively establish foreign markets for your products, or to increase marketing efficiency for you who already are engaged in foreign trade.

Area of Potential Marketing under study 1983-84:

✓ LATIN AMERICA

Fall Quarter: **September-December, 1983**
Winter Quarter: **January-March, 1984**
Spring Quarter: **April-June, 1984**

PROGRAM FEATURES

- How to find export opportunities.
- Developing sound export marketing plans.
- Coping with cultural differences.
- Financial services for exporters.
- Management problems in export trade.
- Services available from the Piedmont Foreign Trade Council.

Classroom Facilities at Hopwood Hall Room 14, Lynchburg College.

PROJECT OFFICERS

L. Keith Elrod, Dean. International Marketing Consultant; immediate past manager, International Distribution Development, G. E. Company. Areas of expertise include: Marketing, Joint Ventures, Licensing and Distribution. Extensive worldwide travel.

Eduardo A. Peniche, Project Coordinator. Facilitator, Cultural Resource Center, CVCC; Latin American Trade Consultant; Linguist. Extensive travel in Latin America, Europe and Asia. M.A., Murray State University, Ky.

Hendrick Schmidt, Associate Dean (Corporate Sector). Vice-President, Central Fidelity Bank; Financing; Marketing; Research; Linguist. Extensive travel in Far East, Europe and South America.

Kamal Abouzeid, Associate Dean (Academic Affairs). Professor of Business Admin. and Associate Dean of the School of Business, Lynchburg College. Consultant International Business and International Finance; Linguist. Extensive travel in the Middle East. Ph.D., University of Texas-Austin.

Ralph W. Brown, Jr., Research Associate. Statistician; Adjunct Faculty (Mathematics and Statistics) at RMWC, Sweet Briar College and CVCC. Area of expertise includes Statistical Analysis and Technical Report Writing. Extensive travel in Latin America. M.S., C.W. Post College, Long Island University.

FACULTY

Lecturers and presenters will include individuals from both the corporate and public sectors as well as professors from local colleges.

Sponsorship and Administration

This program is being implemented through the Funds for Excellence Program of the State Council of Higher Education of Virginia and is being administered by the Division of Extended Learning/LRC, Central Virginia Community College, Lynchburg, Virginia.

Course Fees, Registration, and Scheduling

The program will consist of thirty-three sessions in three academic quarters beginning with the Fall Quarter of 1983. Classes will be held at Hopwood Hall, Room 14, on the Lynchburg College campus.

The course fees for each quarter: Fall '83, Winter '84 and Spring '84 will be $60.00 per quarter and will include necessary classroom materials. Tuition fee will be payable to Central Virginia Community College for $44.00 and the activities fee of $16.00 payable to the Piedmont Foreign Trade Council. The place, date and time for registration will be announced separately for each quarter.

Participants must pay their fees or have their organizations supply the Division of Extended Learning, CVCC with proper billing authorization before attending class. Cancellations will be refunded only if CVCC receives notice of withdrawal by September 28, 1983.

Class enrollment is limited to thirty.

College senior business majors who have taken foreign languages in college may apply for enrollment, when recommended by their Dean and/or college advisor. Enrollment, on space-available basis, is limited to two seniors per college in the Central Virginia area.

Social receptions for visiting dignitaries will be billed on an individual basis.

DABNEY S. LANCASTER COMMUNITY COLLEGE, Rt. 60 W., Clifton Forge, Virginia 24422, Tel. 703/862-4246

DSLCC NEWS

February 26, 1985

CONTACT: Mrs. Marky Huffman, College: 862-4246
Residence: 962-2545

RECEIVED
FEB 27 1985
Deputy Chancellor

SUBJECT: Good Ideas

FOURTH OF JULY CELEBRATION

This coming July will mark the College's fifth year for hosting a community-wide "Fourth of July Celebration." The project was implemented due to the lack of any type of festivity in the area.

The College opens its campus to the public for family picnicking about 5 p.m. Persons bring their own chairs, tables, cooking grills and the like. Last year the Baseball Club sold hot dogs and hamburgers and soft drinks to those who preferred not to "cook" for themselves.

Ceremonies formally begin with the raising of the flags by a local Boy Scout Troop.

Supervised fun, games and contests (pie and watermelon eating, sack races, etc.) are held for all ages.

Entertainment is provided: Band Concerts, Vocal Ensembles, etc. Usually there are several exhibits: Black Powder Rifle Club, First Aid and so on.

Parking is regulated by State and Local Police.

The evening ends usually about 9 p.m. with a brilliant display of Fireworks.

All of the activities are free of charge to the public with the exception of food which one chooses to purchase.

To defray fireworks expense, the College solicits donations from business, industry, and individuals. These persons are thanked personally with a letter and also through the newspaper.

This event has been termed a huge success. We have had over 10,000 persons on campus the past years. We expect this "Fourth" to be even bigger and better.

CONTACT: Michael Sullivan at DSLCC

DSLCC 2

DABNEY S. LANCASTER COMMUNITY COLLEGE, Rt. 60 W., Clifton Forge, Virginia 24422, Tel. 70

NEWS

February 26, 1985

CONTACT: Mrs. Marky Huffman, College: 862-4246
Residence: 962-2545

RECEIVED
FEB 27 1985
Deputy Chancellor

SUBJECT: Good Ideas

NEWSPAPER COLUMN

Since September, faculty and staff members of the College have been submitting columns to two daily newspapers in the College's service area.

The column is called the LANCASTER LINE and carries a photograph and byline of the contributor. The column is published on a weekly basis.

Each column is informal but "newsy"-- about a particular program of study or the College in general.

We have received many favorable comments about this endeavor, and the newspaper editors seem pleased that we are doing it.

ESCC 1

RECEIVED
MAR 1 1985
Deputy Chancellor

EASTERN SHORE
COMMUNITY COLLEGE
ROUTE 1, BOX 6
MELFA, VIRGINIA 23410-9755
TELEPHONE 804/787-3972

28 February 1985

Dr. Donald Puryear
Deputy Vice Chancellor
Virginia Community College System
James Monroe Building
101 North 14th Street
Richmond, VA 23219

Dear Dr. Puryear:

In response to your recent request for the submission of "good ideas", I am submitting ESCC's "Academic Jeopardy Report."

Prior to the last day to withdraw without penalty, all faculty are asked to complete the enclosed form and indicate any students who are not making satisfactory progress. The form provides appropriate space for indicating the reason why the student is not making satisfactory progress, as well as indicating whether the faculty member has conferred with the student.

This form has proved to be extremely effective in counseling and advising students who should consider the likelihood of success by remaining in a course or the wisdom of withdrawing prior to the end of the sixth week of the quarter. Some students have worked more diligently and improved their standing; some have opted to withdraw from a course and, others have perservered and taken their chances. Regardless, the college has assisted the student in looking at all options in making a rational decision and understanding the consequences.

Hopefully, other worthwhile ideas will be forwarded for future editions.

Sincerely,

Richard E. Jenkins

Richard E. Jenkins
Dean of Student Services

REJ/h
Encl.

cc: Dr. John C. Fiege

All students are making satisfactory progress.

YES______ NO______

ACADEMIC JEOPARDY REPORT

TO: ________________________________

FROM: Richard E. Jenkins, Dean of Student Services

DUE: ____________________

We need to gather information about students who are in academic jeopardy. Please take a few minutes and give me the list of those students who are in academic jeopardy.

(1) ABSENTEEISM:

____

____

____

____

(2) FAILING TESTS, NOT SUBMITTING REQUIRED WORK

____

____

____

____

(3) BOTH OF THE ABOVE

____

____

____

____

____

PLEASE NOTE, IN SOME MANNER, THOSE STUDENTS WITH WHOM YOU HAVE DISCUSSED YOUR CONCERN ABOUT THEIR PROGRESS.

GERMANNA COMMUNITY COLLEGE

STAR ROUTE 57, LOCUST GROVE, VIRGINIA 22508

TELEPHONE 703-399-1333

OFFICE OF THE PRESIDENT

SHOWER CONSTRUCTION

Germanna Community College has no showers. This has come to be a problem over the fourteen years of its existence because of its location. A long drive is a requisite for students attending the institution's classes. Since physical education, automotive repair, intramurals, electronics labs, and other endeavors entail extensive exercise, and since 75%+ of our students work before or after class, it seems inherently logical that the College needs shower facilities.

Utilizing local funds and volunteer labor from the faculty and administration (including a licensed electrician and plumber), Germanna will soon have two shower stalls for men and two separate shower stalls for women in an underutilized set of bathrooms in the rear of our building. In addition, all work will be accomplished outside normal College hours so that no one will be inconvenienced by the process itself.

Written approval from the State Fire Marshal and the VCCS' central office have been obtained and are on file. It is expected that the entire project will cost under $4,000.

Additional information may be obtained from Mr. James R. Ostrander, Director of Financial and Administrative Services, Germanna Community College.

FEB 23 1985
Deputy Chancellor

J. SARGEANT REYNOLDS COMMUNITY COLLEGE
Post Office Box 12084 Richmond, Va. 23241

CENTRAL ADMINISTRATION
Telephone
804- 264-3084

CAREER PLANNING AND PLACEMENT CONSORTIUM

Career planning and placement officers of five institutions in the JSRCC region are working and learning together through a consortium established in 1984 through the initiative of the community college.

Once a month the career planning and placement officers meet for lunch at one of the campuses to share ideas, activities that have been successful, and especially job placement information.

"We now feel comfortable in referring our clients to any one of the five of us for assistance in the career planning and placement process. We have learned and continue to learn much from each other," says Dr. Lillian Amburgey, career planning and placement officer at the Parham Road Campus of JSRCC who conceived of the cooperative and got it started.

Participating in the consortium in addition to JSRCC are Virginia Commonwealth University, Virginia Union University, the University of Richmond, and Randolph-Macon College.

Further information about the consortium is available from Dr. Amburgey at 804-264-3240 (Scats 8-421-3240).

#

VIRGINIA COMMUNITY COLLEGE SYSTEM

An Equal Opportunity Educational Institution

GOOD IDEAS

JSRCC 2

J. SARGEANT REYNOLDS COMMUNITY COLLEGE
Post Office Box 12084 Richmond, Va. 23241

CENTRAL ADMINISTRATION
Telephone
804- 264-3084

CHRONICLES OF THE SEA - INTERDISCIPLINARY COURSE

Offered as an interdisciplinary course through the Humanities Division at the Parham Road Campus, "Chronicles of the Sea" spring 1984 enrolled 25 students who shared with their team teachers intense interest, admiration and respect for the sea. The course is being repeated at the 1985 Spring Quarter by Dr. Larry Roderer and Dick Lacy of the English and government departments respectively.

The two faculty members created a two-dimensional course which reaches across disciplines and includes both fiction and non-fiction sources for the study of seafaring, exploration, discovery, colonization, fishing, whaling, mining the sea, and many other facets of man's experience with the sea and its environment. With the objective of inspiring students to read and think about the sea in its broadest context, they incorporated such authors as Rudyard Kipling, Herman Melville and Joseph Conrad with respect to themes from fiction such as realism, romanticism, and the conflict with authority in the cases of mutiny. In addition, they concentrated on themes of interest to historians, sociologists, scientists and philosphers, dealing with such issues as the power of nations over the oceans; the law of the sea; and man's confinement, endurance, courage and recreation at sea.

"By focusing on one element of man's life--going to sea in ships--we believed that we would learn something about the 'flavor of life' during the various periods, and at the same time, come to appreciate the continuity of history. We were acutely interested in scientific writings about the perils and potentials of the sea. Finally, we hoped that we could offer our students the opportunity to participate in experiential learning through several field trips and a voyage."

Field trips the first year included visits to the Mariners Museum in Newport News, the National Aquarium in Baltimore, and the barrier islands off the Eastern Shore of Virginia, and a sail on the Norfolk River, a 73-foot topsail schooner. Visiting lecturers and several outstanding films, augmented lectures by Roderer and Lacy.

Additional information about the "Chronicles of the Sea" course may be obtained by contacting Dr. Roderer, 804/264-3045 (Scats 421-3045) or Dick Lacy, 804/264-3207 (Scats 421-3207).

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RENOVATION CARPENTRY STUDENTS DO "THE REAL THING"

How better to teach Renovation Carpentry than on the scene of old houses that need renovating?

Robert Lytle, JSRCC Renovation Carpentry Program head, worked out a mutually beneficial arrangement with Ben Campbell of Home Base, Inc., a non-profit community development corporation in the business of providing renovated housing in deteriorated neighborhoods for lower middle income families. With the cooperation of Richard Insley of the Bank of Virginia, they secured acquisition and construction financing of approximately $91,000 to Home Base, Inc., to purchase two houses in the Church Hill area of Richmond.

Home Base is providing materials to put the homes in liveable condition. In other words, the organization is purchasing "lab materials" at no expense to the College. Students have the opportunity to do "real" carpentry that maximizes their learning opportunities and is of distinct benefit to the community. In turn, Home Base, Inc. benefits by students' labor on the renovation projects -- and by Lytle's expertise.

For more details about the Renovation Carpentry Program at JSRCC, call Bob Lytle at the Downtown Campus, 804/786-5960.

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Telephone
804- 264-3084

COMMUNITY GARDEN PLOTS

For several years the Western Campus of J. Sargeant Reynolds Community College has shared some of its good Goochland soil with faculty, staff and students from the College and members of the community at large who don't have suitable space for garden plots where they live. Each gardener is assigned a 20 by 20-foot area, all plowed and ready for planting. Water is accessible to the growing area. The individual grower is responsible for his own seeds, chemicals and gardening tools and for keeping his plot in an orderly condition throughout the season. A "memorandum of understanding," signed by the grower, spells out these conditions.

The venture has provided an opportunity for low-key promotion of the campus' horticulture program and, indeed, for its other offerings. It has drawn to the campus such people as members of the Goochland County Public Schools and workers and clients of the Powhatan County Mental Health and Mental Retardation Department. A half dozen individuals in the Mental Health program found their gardens good therapy and a good means of developing practical skills for later use.

Additional information is available from Western Campus Dean Richard Brewer at 786-7112.

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Post Office Box 12084 Richmond, Va. 23241

CENTRAL ADMINISTRATION
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804-264-3084

URBAN COMMUNITY COLLEGE TRANSFER OPPORTUNITIES PROGRAM

Funded by a 1984 Ford Foundation grant designed to strengthen transfer opportunities for urban minority students, J. Sargeant Reynolds Community College has enlisted its alumni to serve as role models for high school students and as a support network for community college students transferring to senior colleges. The proposal from the Richmond area college was one of only 23 community colleges across the country selected by the Foundation for funding.

Teams consisting of a JSRCC faculty member, the Alumni Transfer Coordinator, and an alumnus who had attended the school, have visited 47 different 10th grade typing classes to encourage students to start thinking about a four-year college degree. The first objective was to convince these students to change their class schedules to incorporate additional college preparatory courses while in high school. (Typing classes were suggested by City school officials because vocational, general and academic students generally come together in these classes.)

Concurrently, an alumni support network for JSR students who intend to transfer to a senior institution was being formed. After approval by Virginia Commonwealth University and identification of JSR/VCU students, the J. Sargeant Reynolds Alumni Association/VCU Chapter was formed. The organization assists JSR students in preparing for transfer to VCU and - through a "buddy system" - is easing anxieties associated with the transition. Students from VCU visit the JSR Downtown Campus; in turn, JSR students tour and "rap" with VCU/JSR students on their campus. This process is being repeated with Virginia Union University and the University of Richmond. Fourteen other Virginia colleges and universities will be visited by JSR transferring students before the end of spring.

On campus, transfer students are identified in several ways--by contacting students enrolled in transferable programs, in freshmen orientation, and by word of mouth. Once initial contact is made, students are informed of scholarships, financial aid and admissions requirements. They are also encouraged to visit the Alumni Transfer Coordinator's office for further counseling. Workshops for students nearing graduation, admissions workshops, and collective and individual meetings are held for the transferring students by alumni and admissions counselors from four-year institutions.

Students in nontransferring programs are encouraged to consider transferable general education courses rather than nontransferable courses. This allows a student more options and opportunities if he or she decides to pursue a bacculaureate degree.

Results

Response to the Ford Foundation Urban Community College Transfer Opportunities Program at JSRCC has exceeded expectations thanks to the cooperation the program has engendered.

Presentations at the seven high schools in Richmond reached a total of 498 students. The most tangible results of this phase of the program have appeared in the follow-up survey of high school students involved during 1983-84. With a response rate of 71 percent (355 students returning the survey), 95 percent found the in-class presentations very useful or somewhat useful. Quite gratifying to project coordinators was the fact that 56 students (16 percent of those returning the survey) indicated that they have changed or will change schedules to include additional college preparatory courses in their high school programs as a result of JSRCC's presentations.

The Urban Community Colleges Transfer Opportunities Program has become strongly institutionalized on the Downtown Campus at JSRCC, which recently received a small additional grant to further its aims. Faculty, staff and students have overwhelmingly endorsed this program with their willingness to help. The support of alumni, school administrators and senior institution staff continues to be very strong.

Additional information may be obtained from Alumni Transfer Coordinator, Betsy Woolf at JSRCC's Downtown Campus, 804/786-3277 (Scats, same number).

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J. SARGEANT REYNOLDS COMMUNITY COLLEGE
Post Office Box 12084 Richmond, Va. 23241

CENTRAL ADMINISTRATION
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804-

CURRICULUM DEVELOPMENT MANUAL

J. Sargeant Reynolds Community College has prepared a loose-leaf manual for use by division and program heads which describes step-by-step the procedures required for course and program creation, revision, and discontinuance. The details of in-house coordination and approval are outlined as well as the external approval process.

Standard formats for the course outline and course syllabus are also described in the Manual. The table of contents shown below provides a perspective as to the inclusiveness of the Manual.

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(over)→

J. SARGEANT REYNOLDS COMMUNITY COLLEGE
Post Office Box 12084 Richmond, Va. 23241

CENTRAL ADMINISTRATION
Telephone
804-

INTERNAL EVALUATION OF OCCUPATIONAL/TECHNICAL PROGRAMS

J. Sargeant Reynolds Community College is now in its third year of evaluating occupational/technical programs. The model calls for each program to be evaluated every five years, using a self-study approach.

The evaluation consists of a major study prepared by the Division responsible for the particular program. Content of the study is very specifically set forth in a guide for evaluation. Each study report is reviewed by a team, formed from a subgroup of Curriculum Committee members. This review is formalized by the completion of a structured evaluation form which contains both quantitative and qualitative measures. The Curriculum Committee may recommend to the President one of three actions: discontinuance of the program, continuance with specific modifications, or simply continuance with no recommended modifications. If a program is permitted to continue, but is required to make modifications, the model calls for a report from the Division one year later describing the actions taken to alter the program and the resultant effect.

Although the process requires a significant amount of work, the College has found the system to be effective in ensuring quality education with the most efficient use of resources.

Contact Person: Dr. Beverly Allan
Director, Educational Planning and Research
Telephone: 264-3286 of SCATS 421-3286

VIRGINIA COMMUNITY COLLEGE SYSTEM
An Equal Opportunity Educational Institution

JTCC 1

JOHN TYLER COMMUNITY COLLEGE Chester, Virginia 23831-5399

PRESIDENT'S COUNCIL MEETINGS

What was done:

The President of the Faculty Association, President of the Student Government Association, and a designated representative of the support staff attend regularly, by invitation, the weekly President's Council meetings.

Results:

1. Enhances communication among college administration and other constituent units of governance.
2. Provides instant input from constituent governance units on issues affecting their operations, thus, allowing for more effective decisions.
3. Broadens credibility of the leadership of the constituent units with their respective units.

Additional Information Available:

None, except record of meetings.

Who to contact:

Freddie W. Nicholas, Sr., President

The College is supported by the Commonwealth of Virginia and the Counties of Amelia, Charles City, Chesterfield, Dinwiddie, Prince George, Surry, Sussex and the Cities of Colonial Heights, Hopewell, Petersburg and Richmond.

"AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EDUCATIONAL INSTITUTION"

JOHN TYLER COMMUNITY COLLEGE Chester, Virginia 23831-5399

BIRTHDAY CARDS

What was done:

The President sends birthday cards annually to all full-time employees, retired employees and Local Board members.

Results:

1. Improves morale.
2. Creates an atmosphere of closeness, concern and caring.
3. Opens lines of communication.

Additional Information Available:

None

Who to contact:

Freddie W. Nicholas, Sr., President

JTCC 3

JOHN TYLER COMMUNITY COLLEGE Chester, Virginia 23831-5399

PRESIDENT/STUDENT BREAKFAST

What was done:

The President invites 50 to 65 students, at least once per quarter, to attend a 7:10 a.m. to 7:50 a.m. conferential breakfast in the President's Conference Room. The students are randomly selected by the Dean's office from the roster of those enrolled in 8 a.m. or 9 a.m. classes. Three support staff, 3 faculty members and one administrator are also invited. The purpose of the breakfast is to provide an opportunity for the President to meet, learn and have dialogue with students and vice versa and to seek the views of students concerning their experiences at the College.

Each employee introduces him/herself and indicates what they do at the College. Then each student introduces him/herself giving county or city of residence and academic goal.

The dialogue is centered around 3 questions that are written on the chalkboard prior to the students' arrival. Namely:

1) Can you list one (or more) positive experiences which you have encountered since enrolling at JTCC?

2) Have you encountered any experiences at JTCC which were not so pleasant?

3) If you could change one thing at JTCC, what would it be?

Results:

1. Provides an opportunity for the President to meet many students which he may not otherwise meet and vice versa.

2. Increases the visibility of the President among the members of the student body.

3. Provides direct input from the consumers to the administration. Accordingly, a number of services have been improved or changed to accommodate student needs.

(continued)

Additional Information Available:

None.

Who to contact:

Freddie W. Nicholas, Sr., President

JTCC 4

JOHN TYLER COMMUNITY COLLEGE Chester, Virginia 23831

John Tyler

LEARNING ASSISTANCE PROGRAM

The Learning Assistance Program was instituted Fall Quarter 1983. This program is an academic support system, the purpose of which is to help students learn. The program seeks to make available skill-building and other supplementary learning activities which may improve the student's ability to complete a given course successfully.

The College has dedicated a large classroom to the Learning Assistance Center. The room is furnished with tables and chairs, study booths, and bookcase display and storage for the instructional materials.

The services and materials which are available in the Learning Assistance Center are as follows:

Study Skills Instruction: handouts and cassette lessons about getting organized, taking notes, study techniques, and taking tests are available.

Tutoring Assistance: Students are employed by the College as tutors. The student tutors tutor in accounting, biology, chemistry, data processing, economics, electronics, English, physics, mathematics, and sociology. The tutors are prepared to answer questions about how to do an assignment, how to work an exercise, or how to study a particular subject. A schedule describing when the tutors are available is posted in the Center. The student tutor service has been the most successful service in the program.

Check-out/Reference Materials: A variety of materials (cassette and workbook lessons, sample tests, study sheets, and supplemental textbooks) are available to students for reference and check-out.

During the 1983-1984 academic year, approximately fifty (50) students per day used one or more of the services offered in the Learning Assistance Center. A survey of these students showed that they evaluated the services to be very good and helpful.

In addition to the student services, the Learning Assistance Center provides some assistance to the faculty. For example, the Center provides a depository for sample tests, sample exercises, test/question bank keys, out-of-class experiments, audio-visual materials supplementary to classwork, and some reserved subject materials. Also, faculty refer students to the faculty coordinator for the Center for skill-building in English, mathematics, and study skills.

Contact Betsy Little, Faculty Coordinator for the Learning Assistance Program at John Tyler Community College, Chester, Virginia, 23831; SCATS: 8-336-4144.

The College is supported by the Commonwealth of Virginia and the Counties of Amelia, Charles City, Chesterfield, Dinwiddie, Prince George, Surry, Sussex and the Cities of Colonial Heights, Hopewell, Petersburg and Richmond.

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JOHN TYLER COMMUNITY COLLEGE Chester, Virginia 23831-5399

Telecourse Orientation Session
Extended Learning Institute

WHAT WAS DONE AND HOW:

Each instructor for John Tyler Community College's telecourses conducted an orientation session during the first week of regular campus classes. When a student registered for a telecourse, he or she was given a sheet of paper with the date, time, and location of the orientation session for that particular telecourse.

Instructors conducted the sessions much like the first class meeting for any course. A special Student Telecourse Guide was distributed as well as any other information that faculty felt was important for certain courses. It was basically a time when students could meet the course instructor, ask questions, and generally gain a sense of being part of a class.

RESULTS:

Preliminary findings show a marked decrease in attrition for telecourses, greater overall student satisfaction, and an increased willingness of students to call an instructor for help later in the course.

ADDITIONAL INFORMATION:

The Student Telecourse Guide is available upon request. Telecourse faculty and the Extended Learning Institute (ELI) Director are available for discussion.

CONTACT:

Dr. Larry Adams, Director
Extended Learning Institute
John Tyler Community College
Chester, Virginia 23831
(804) 796-4146

MOUNTAIN EMPIRE COMMUNITY COLLEGE
DRAWER 700, BIG STONE GAP, VIRGINIA 24219
TELEPHONE: 703/523-2400
Office of the President

MEETING COMMUNITY NEEDS IN A RURAL SETTING

Background

Dungannon, Virginia, is a rural, economically depressed, community (population 312) isolated in a mountainous area of Southwest Virginia. Educational achievement of the citizenry is drastically low with only 37% of the population over the age of 25 holding high school diplomas. Mountain Empire Community College has for the past five years been involved in the delivery of educational services to Dungannon, first only offering developmental courses and later as the students progressed, short term career studies were offered. During this time span, community development projects were initiated which led to the establishment of the Dungannon Development Commission and the Dungannon Educational Coordinating Committee.

The Birth of Phoenix Industry

In the Summer of 1984, a sewing factory employing 60 Dungannon area women burned. The absentee owners left town with no plans of relocating. The Dungannon Development Commission (DDC) began exploring the possibilities of reconstructing the factory with the Commission assuming the management role. In cooperation with TVA, the Industrial Training Division and Mountain Empire Community College a plan was developed.

TVA donated a building from its Phipps Bend project and the Community is now raising from various sources and fundraising efforts $100,000 to reconstruct and equip the facility. One-third of the funds are committed.

The Educational Component

Since the proposed industry was conceived as a community effort, the DDC wants the leadership and management to be a participatory operation. With this goal, all employees need to have a general knowledge of the management as well as the production aspect of the operation.

Through TVA, the Industrial Training Division of the VCCS and Mountain Empire, a preemployment program has been developed and a 12-credit portion of the program will be required of all employees.

The Textiles Management Program to begin in March will be scheduled in two ten-week sessions. During the first session applicants will be enrolled in Industrial Psychology and Industrial Economics. During the second session, classroom instruction will be offered in Marketing. In addition, depending upon aptitudes and preference applicants will choose between vocational skills courses in sewing machine operations, machine maintenance and pattern cutting.

Funding for the training program has been made available by a TVA grant. All tuition costs for forty trainees will be provided through the grant. The DDC will provide facilities, equipment, and materials. Mountain Empire will provide the instructional portion of the program.

At present, 60 applications for the program have been processed.

For employees wishing to continue in the Textile Management program classes will continue for two additional ten-week sessions. The Outline of the Textile Management Program is attached.

Contact Person:
Sue Ella Blackwell
Director of Continuing Education
Mountain Empire Community College
Drawer 700
Big Stone Gap, VA 24219
703-523-2400, Ext. 204

CAREER STUDIES: TEXTILES MANAGEMENT AND MARKETING

COURSE NO	COURSE TITLE	LECTURE HOURS	LAB HOURS	COURSE HOURS
First Quarter				
ECON 226	Industrial Economics	3	0	3
PSYC 126	Industrial Psychology	3	0	3
Second Quarter				
MKTG 100	Principles of Marketing	3	0	3
TEXT 50	Industrial Sewing	2	6	4
TEXT 199	Machine Repair	2	4	3
Third Quarter				
GENL 100	Orientation	1	1	1
PSYC 128	Human Relations	3	0	3
SPDR 136	Oral Communications	3	0	3
Fourth Quarter				
BUAD 114	Principles of Supervision I	3	0	3
	Approved Electives			3
	TOTAL	23	11	29

NVCC 1

NORTHERN VIRGINIA COMMUNITY COLLEGE

GOOD IDEAS PROJECT

LIBRARY TECHNICAL SERVICES OPEN HOUSE/WALK THROUCH OF PROCEDURES AND SERVICES

2/13/85

Media Processing Services is the technical services unit for the five campus libraries. Library technical services work is generally a great mystery to anyone outside the library field. When MPS moved from an off-campus location to a fairly visible on-campus location, quite a few people asked, "What does MPS do?" MPS decided to have an open house, and to make it educational.

WHAT WAS DONE AND HOW

Planning

MPS staff met. Decided to schedule event for 12:00-2:00 to attract lunch crowd.
Decided what procedures would be most interesting to a casual visitor. Assigned tasks.

Invitations

Put notice in faculty/staff newsletter.
Sent invitations to selected individuals.
Posted invitation on door to staff dining room the day event was held.

Rehearsal

MPS staff walked through planned tour, listened to tour guides talk, and made suggestions.

Open House

Greeted people at the door. Had each person sign a guest register.
Gave each visitor a packet of handouts for the tour and to take with them.
Tour leaders took groups through tour consisting of five stops. Tour covered progress from book being requested to cataloged book being sent to requesting library.
Refreshments were served.
Exhibits were set up on a table.

Follow-Up Mailing

MPS sent mailing to individuals who had been specially invited who did not attend.
MPS sent packet of handouts.

RESULTS

68 people attended the open house. Within the space/time limitations this number was felt to be a crowd at any given moment.
Visitors were very enthusiastic. Typical comments were: There should be more walk-through events so we will know what other offices do. I never had any idea what all MPS does. We could tell you spent a lot of time planning this event, and we learned a lot from it.
MPS staff benefitted from planning and presenting the open house. Several people said they had a far better picture of MPS's total operation after the project; that they only had a good grasp of their own jobs beforehand.
Had several positive responses from the follow-up mailing; that the handouts would be helpful.
Since the open house, MPS has been able to use the handouts for other purposes on a number of occasions.

In all, it was a very pleasant way to show people what services MPS performs for the college.

-Over-

ADDITIONAL INFORMATION

Copies of handouts are available.

Pamphlet: "MPS Puts the Book on the Shelf and the Title in the Catalog."
Tour Agenda/Description
Quiz: "How Well Do You Know Your Libraries?"
Glossary of Library Terms.
Illustrated Procedure: "Where do Books Come From?" Shows request forms, cataloging screen, COM catalog display, etc.
Statistics Sheet: "A Few of Our Numbers."

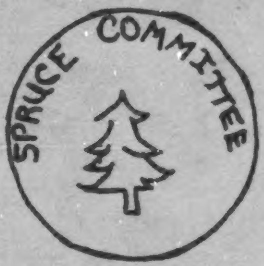
WHO TO CONTACT

Sandra Beeson, Coordinator, Media Processing Services
Northern Virginia Community College
8333 Little River Turnpike
Annandale, VA 22003
703-323-3096 SCATS: 429-3096

III

PROJECT: SPRUCE COMMITTEE

What Was Done and How: Some library staff members had noticed a need to improve the appearance of the library. A committee was formed with membership selected from those who had already been expressing opinions on ways to make the library more attractive. The committee named itself the SPRUCE (Special Project to Redecorate and Upgrade Center Environment) Committee and designed its own logo:



Since the committee felt that the large number of directional and informational signs in the library reduced the impact of important signs and detracted from the appearance of the library, one of their first projects was to make a list of all signs. They compiled a list of 100 signs and circulated it to all staff members who voted whether to keep or discard and made comments. Some signs were redone, some were completely redesigned, and others were eliminated. The involvement of the entire staff in decisions about signs has reduced the tendency to try to solve problems by posting signs; proposed signs are now discussed with the Spruce Committee.

The Spruce Committee also:

1. rearranged library furniture
2. participated in the decision to repaint thelibrary using different colors in some areas (Note: It was easier to decide that the library needed repainting than to agree on colors)
3. encouraged all library staff to clean up their own work areas
4. used large donated plants to make the library more attractive
5. promoted increased display of faculty and student art in library areas

Results. Although the "spruce-up" project is not completed, (more signs need to be redone and part of the library public areas need to be repainted), nevertheless the staff believes that good progress has been made in a short amount of time and has received compliments from patrons. The involvement of everyone with this project has reinforced the concept that we do have some control over our working environment. The library, like many othercollege areas, combines staff work areas with public spaces so improved appearance benefits library users as well as staff.

Who to Contact for More Information. Frances Bernhardt, Coordinator of Library Services, Annandale Campus Library, 323-3217.

NVCC 3

NORTHERN VIRGINIA COMMUNITY COLLEGE

NNANDALE CAMPUS

RECEIVED
[illegible] 1985
NO. VA. COMM. CO.
PRESIDENT

MEMORANDUM

TO: Dr. Richard J. Ernst, President

FROM: Charlene Carmichael, Program Head, Dental Hygiene

DATE: February 19, 1985

SUBJECT: Good Ideas reply

Attached please find a form designed and used by the Dental Hygiene program as a means of alerting student, faculty and advisors of work that is below an acceptable average at mid-term.

This method has been used since 1982 Spring and seems to be effective because it demands a conference with student, advisor and faculty. The student at this time can be offered extra program and college support services in order to raise the grade by the end of the quarter. The student also can make a committment to whatever they feel will raise the grade on their own.

cc: Dr. Robert M. Gertz, Chairman, Health Technologies Div.

Attachment

CC/clc

NORTHERN VIRGINIA COMMUNITY COLLEGE
Dental Hygiene Program

Mid-Term Report

Student ______________________________ Instructor ________________

Date ______________

Course __________________________ Course No. ____________________

Advisor __________________________

Anticipated Grade: F D Low C Circle One

Student Notified Date ______________

Student-Faculty Conference Date ______________

Student-Advisor Conference Date ______________

Comments:

____

____

____

____

____

____

Student Signature ____________________

Faculty Signature ____________________

CC/Spring 82

NVCC 4

NORTHERN VIRGINIA COMMUNITY COLLEGE

ANNANDALE CAMPUS

MEMORANDUM

February 22, 1985

TO: Mr. George E. Taylor, Chairman
Mathematics, Science, & Physical Education

FROM: Mr. C. Sherman Frye, Assistant Division
Chairman - Physical Science

RE: "Good Items"

Faculty have not responded with their "good items". We discussed this last week.

I submit the following:

> For some lecture science classes, I write out a brief outline of my notes with diagrams, parts of diagrams, terms, and phrases. These are spaced fairly far apart on a sheet. I then make copies for the students to use in lecture. A transparency is made of the brief notes. I use the transparency while lecturing filling in diagrams and making additional entries on the sheet. This allows the students to also make notes on their sheet while still having eye contact with the screen. I find this method of lecture especially useful for classes whose students are not very good note-takers. This leaves the student with a more complete set of notes.

Thanks,

NVCC 5

NORTHERN VIRGINIA COMMUNITY COLLEGE

Cooperative Education Recruitment Project

I. What was done:

The Annandale Cooperative Education Program increased enrollment for the Winter Quarter, 1985. This occurred at a time of declining student population in the college at large, a strong job market and an increase in tuition.

II. How it was done:

A. Monthly Job Bulletin - A sampling of current job offerings are distributed to the Counseling Center, Bookstore, Library, all division offices and the Student Activities office. It is also displayed around the campus.

B. Coop jobs are listed in the student newspaper.

C. Expanded classroom presentations to include academic classes as well as general student orientations.

D. Expanded job development by utilizing the resources of the Fairfax County Chamber of Commerce Business and Industry Survey.

E. Expanded direct marketing efforts to students by identifying eligible coop students from College Enrollment Census data and following up with letters and phone calls.

III. Results:

A. Two hundred students were placed in coop positions for the Winter Quarter, 1985. This was the largest number of students enrolled for a quarter since the program started in 1972.

B. Increased awareness of Cooperative Education Program by students and faculty.

C. Increased placements of NVCC coop students has resulted in the development of a "word of mouth" network in the business community and the generation of more job listings for our program.

IV. For more information, contact:

Martha E. Kossoff, Cooperative Education Program Coordinator
Joseph Chulew, Assistant Coordinator
Janet Flammey, Assistant Coordinator
(703) 323-3146

ANNANDALE CAMPUS, 8333 LITTLE RIVER TURNPIKE, ANNANDALE, VIRGINIA 22003

2/20/85

NORTHERN VIRGINIA COMMUNITY COLLEGE

ANNANDALE CAMPUS

MEMORANDUM

February 15, 1985

TO: Dr. Guy V. Ferrell
Provost

FROM: Robert E. Smith RS
Dean of Student Development

SUBJECT: Good Ideas

Computer Familiarization

A series of two to three hour practical, hands-on workshops have been arranged to help faculty and staff become familiar with the Columbia computer and some of the software that can be used on the Columbia. Particular emphasis has been placed on the word processing capabilities of this system.

The results have been excellent. New groups of three or four are being formed and follow-up visits can be scheduled for those who have had the initial experience.

The hands-on experience in a small group is important to the success of this effort. Each person must have his/her own machine. Time must be provided for individual questions and students must be encouraged to experiment. Assurance is given that you can seldom hurt a computer or the software in normal usage. Follow-up to reinforce learning is a must.

RES:lfc

PURCHASING FLOWCHART

1. Project

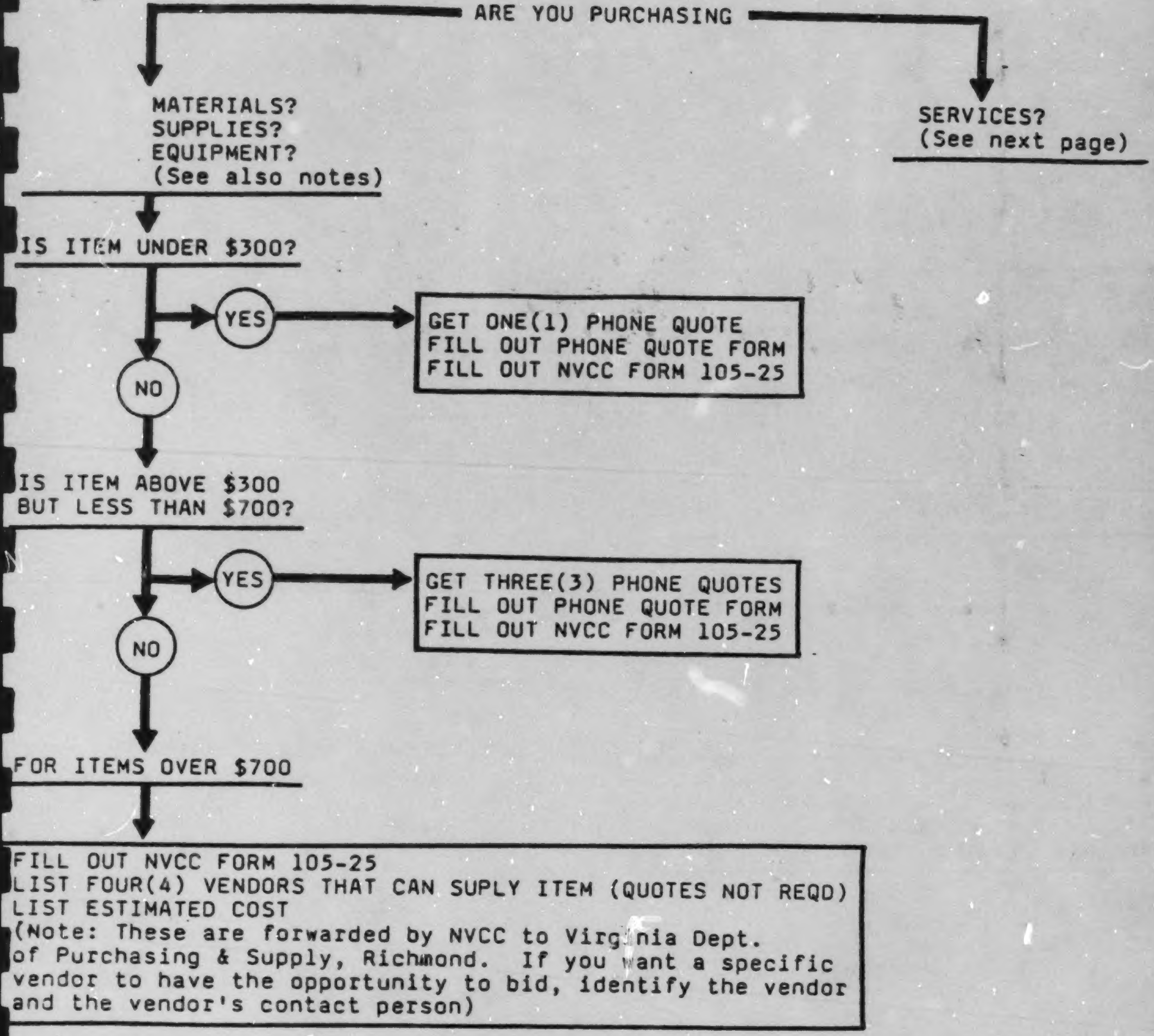
A two-page PURCHASING FLOWCHART was developed to show visually and graphically the requirements and process of purchasing under VCCS and Northern Virginia Community College (NVCC) policies as promulgated in NVCC Administrative Services Procedures Manual, Section 10. One page of the FLOWCHART is aimed at purchasing equipment, supplies, material, etc. The other page concentrates on purchasing services. The reader is led visually through a series of "YES/NO" decisions that arrives at the proper purchasing procedure.

2. Results

Prior to the PURCHASING FLOWCHART, the Business Office was constantly responding to questions on purchasing procedures: "Do I need a phone quote?" "How many phone quotes?" "Do I need a phone quote for a service?" etc. Promulgating the FLOWCHART on campus has reduced the number of inquiries to practically none and, further, it dramatically reduced the number of requisitions (NVCC Form 105 25) that were improperly prepared.

3. Copies of the PURCHASING FLOWCHART are available and will be supplied upon request.

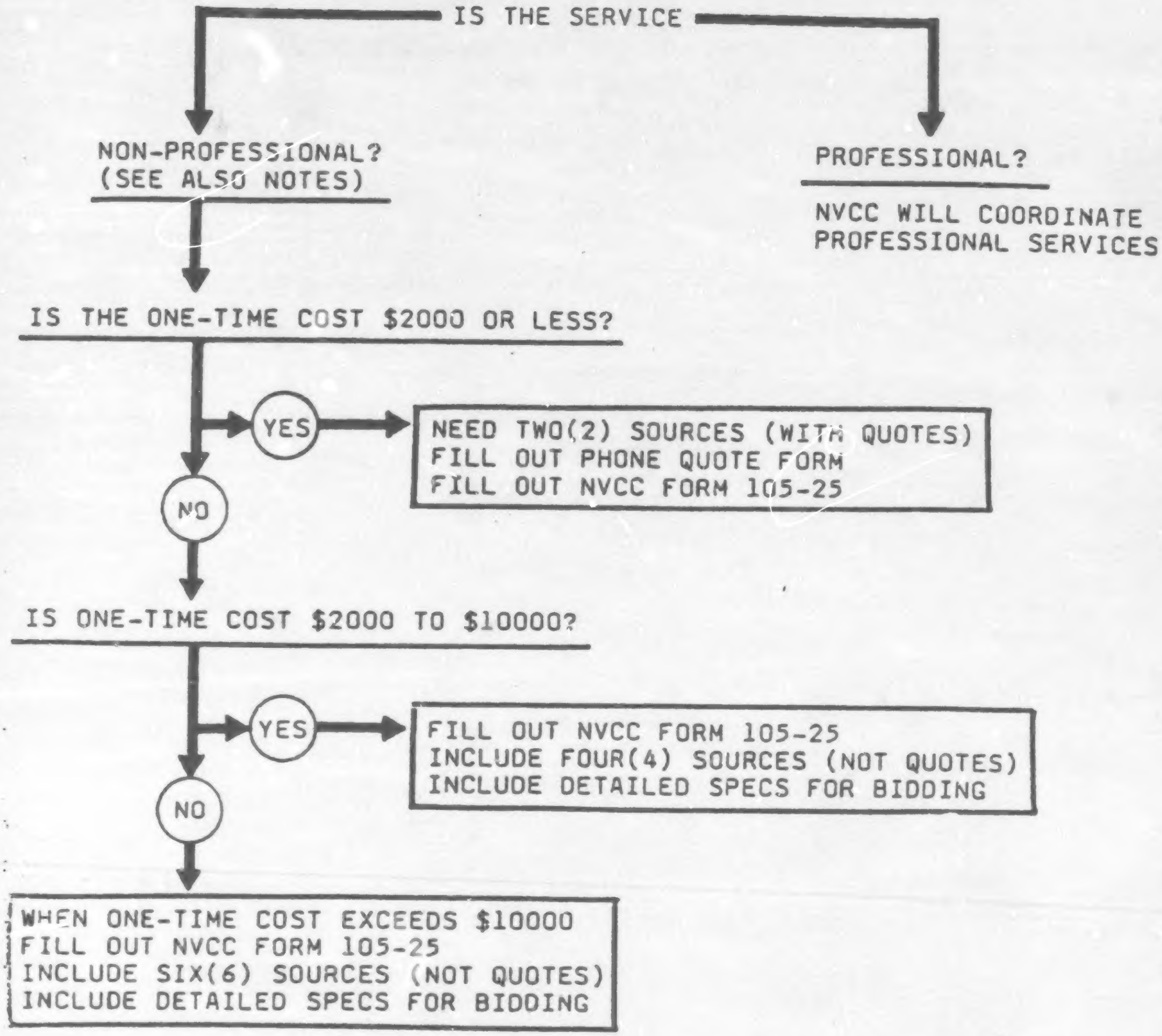
4. For more information contact the Business Manager, Manassas Campus, NVCC; 6901 Sudley Rd., Manassas, VA, 22110. (703) 368-0184. SCATS 466-4238.


ARE YOU PURCHASING
MATERIALS?
SUPPLIES?
EQUIPMENT?
(See also notes)
SERVICES?
(See next page)
IS ITEM UNDER $300?
YES
NO
IS ITEM ABOVE $300 BUT LESS THAN $700?
YES
NO
FOR ITEMS OVER $700

GET ONE(1) PHONE QUOTE
FILL OUT PHONE QUOTE FORM
FILL OUT NVCC FORM 105-25

GET THREE(3) PHONE QUOTES
FILL OUT PHONE QUOTE FORM
FILL OUT NVCC FORM 105-25

FILL OUT NVCC FORM 105-25
LIST FOUR(4) VENDORS THAT CAN SUPLY ITEM (QUOTES NOT REQD)
LIST ESTIMATED COST
(Note: These are forwarded by NVCC to Virginia Dept. of Purchasing & Supply, Richmond. If you want a specific vendor to have the opportunity to bid, identify the vendor and the vendor's contact person)


IS THE SERVICE
NON-PROFESSIONAL?
(SEE ALSO NOTES)
PROFESSIONAL?
NVCC WILL COORDINATE
PROFESSIONAL SERVICES
IS THE ONE-TIME COST $2000 OR LESS?
YES
NEED TWO(2) SOURCES (WITH QUOTES)
FILL OUT PHONE QUOTE FORM
FILL OUT NVCC FORM 105-25
NO
IS ONE-TIME COST $2000 TO $10000?
YES
FILL OUT NVCC FORM 105-25
INCLUDE FOUR(4) SOURCES (NOT QUOTES)
INCLUDE DETAILED SPECS FOR BIDDING
NO
WHEN ONE-TIME COST EXCEEDS $10000
FILL OUT NVCC FORM 105-25
INCLUDE SIX(6) SOURCES (NOT QUOTES)
INCLUDE DETAILED SPECS FOR BIDDING

NOTES: 1. Splitting orders to circumvent dollar limits is prohibited.
2. If more than 50% of the value of a purchase is labor, the purchase is a SERVICE. Otherwise it is a purchase of equipment, supplies, or materials.

NORTHERN VIRGINIA COMMUNITY COLLEGE

NVCC 8

GOOD IDEAS

Establishment of Campus Writing Center

Cyrilla Vessey, English Division CCIA, actively publicized a new Writing Center established in Tempo A, Annandale Campus. She contacted faculty in other divisions, conducted resume workshops in two classes, and made posters, fliers, and press releases for the student newspaper. Emphasis was on making assistance available to the entire campus community.

Results

The Writing Center operated at capacity, serving more than 475 students during the fall quarter. The breakdown of students using the lab shows the wide spectrum of levels involved:

9	Verbal Studies Lab (ENGL 01)
3	English Grammar (ENGL 110)
370	Composition I (ENGL 111)
30	Composition II (ENGL 112)
18	Composition III (ENGL 113)
7	Other English courses
26	Other college courses
25	Alumni, staff, public

Whom to contact

Cyrilla Vessey, CCIA - English Division (703) 323-3143

NVCC 9

NVCC 10

NORTHERN VIRGINIA COMMUNITY COLLEGE

DEAN OF FINANCIAL AND ADMINISTRATIVE SERVICES, 323-3122

MEMORANDUM

TO: Dr. Richard J. Ernst
President

SUBJECT: "Good Ideas"

Mr. Bob Roark, Campus Business Manager, Annandale, has just submitted two more "Good Ideas" for your consideration. He regrets that he did not submit them earlier. They are:

1. Northern Virginia Community College recently eliminated the payment of Nuisance Fees by students. This has resulted in improved student attitudes and less friction between students and staff.

2. Northern Virginia Community College recently installed a telephone sequencer at the switchboard on the Annandale Campus which queues the calls and states that all lines are busy and your call will be answered in turn.

   Additionally, there are sequencers in the Admissions and Records Office and the Counseling Center which have a secondary line to the one mentioned above. This line gives information to the caller which often answers the question he has.

Thank you.

C. W. Shuler
Dean, Financial and
Administrative Services

CWS:dbo

NORTHERN VIRGINIA COMMUNITY COLLEGE

NVCC 11

ENERGY CONSERVATION - POWER REDUCERS

- Installed power reducers on the ballast on fluorescent light fixtures in public areas of three buildings on Annandale Campus, NVCC.

- These devices reduced electrical requirements by 43% while reducing footcandles by only 11 to 15%. Payback time is 23 months.

- More information: Bob Roark
  Business Manager
  Annandale Campus
  (703) 323-3131

NVCC 12

NORTHERN VIRGINIA COMMUNITY COLLEGE

ENERGY CONSERVATION - TURBULATORS IN BOILER TUBES

- Installed turbulators in the tubes of the six boilers on Annandale Campus, NVCC.

- Reduced stack (exhaust) temperatures by 25%. (This meant the heat generated stayed in the boilers. Fuel requirements were reduced accordingly.

- More information: Bob Roark
  Business Manager
  Annandale Campus
  (703) 323-3131

ANNANDALE CAMPUS, 8333 LITTLE RIVER TURNPIKE, ANNANDALE, VIRGINIA 22003

PHCC 1

PATRICK HENRY COMMUNITY COLLEGE
P.O. DRAWER 5311, MARTINSVILLE, VIRGINIA 24115, TEL. 703/638-8777

MOBILE COMPUTER VAN

College van was converted to allow for transportation and storage of 10 Kapro II computers. A data processing instructor drives the van to off-campus sites offering computer classes in areas heretofore unserved.

Results: Increased delivery of instruction to service area.

Contact: Mr. Ray Tillery
Director of Extended Learning Services

PATRICK HENRY COMMUNITY COLLEGE
P.O. DRAWER 5311, MARTINSVILLE, VIRGINIA 24115, TEL. 703/638-8777

HIGH SCHOOL QUIZ BOWL

All high schools within service area compete in a single elimination quiz bowl. Questions are developed by faculty and staff in addition to purchased questions. Each match is aired on local cable channel. Winning school receives $1,000 scholarship for student attending PHCC; runner-up receives $600. **Excellent public relations and recuitment project.**

Contact: Dr. Joanne B. Whitley
Assistant to the President for Development and Public Relations

PIEDMONT VIRGINIA COMMUNITY COLLEGE, ROUTE 6, BOX 1A, CHARLOTTESVILLE, VIRGINIA 22901, TEL. 804/977-3900

"Graduation" of Bus into Service

WHAT WAS DONE: Piedmont Virginia Community College had worked for five years with city and county officials to obtain a bus route to the campus. When the go-ahead was finalized, we wanted to kick off the new service in a big way since we hope low-cost transportation will make higher education more accessible to area residents. We scheduled a news conference, but the idea of new bus service seemed so dry that we were afraid it would not get appropriate attention. Therefore, we drafted a slogan, "this bus goes to college," and created a giant mortar board to place atop a city bus. At the conclusion of the news conference, the bus was "graduated" into service by PVCC President George B. Vaughan moving the mortar board's tassel.

RESULTS: The media liked the unusual camera possibilities. Photos of the moving of the tassel were picked up by UPI and went nationwide. Each of our local newspapers ran a large photo. In addition to our local television station covering the ceremony, a station from 80 miles away attended in order to record the "graduation" of the bus. Both television stations also run color slides of the bus with the giant mortar board during public service announcements promoting registration periods.

WHO TO CONTACT: Ida Lee Wootten, Director of Public Relations, Piedmont Virginia Community College, Route 6, Box 1A, Charlottesville, VA 22901. (804) 977-3900, extension 283.

KIND OF INFORMATION AVAILABLE: (1) sample news release, (2) copy of the logo "this bus goes to college," (3) photo showing the "graduation" of the bus.

PIEDMONT VIRGINIA COMMUNITY COLLEGE, ROUTE 6, BOX 1A, CHARLOTTESVILLE, VIRGINIA 22901. TEL. 804/977 3900

1984 Telephone Survey

WHAT WAS DONE: Piedmont Virginia Community College replicated a telephone survey that was done in 1977. The survey instruments were similar because we wanted to compare the results--results that would show where we needed to place emphasis in our public relations efforts.

RESULTS: We learned a number of items of critical importance in the institution's public relations efforts. These items are:

- PVCC has very high name recognition. Eighty-five percent of the immediate area knows us. Therefore, our prime emphasis in our public relations does not need to be on building name recognition. Rather, we need to concentrate on addressing misconceptions, as described below.

- There was a dramatic increase in recognition in an area with high density of middle income families. Another survey result showed that the second most common reason for attending PVCC is to improve job skills. Therefore, we learned that the thrust of many of our materials and public relations efforts should be on the older student who is career-oriented.

- Interestingly, a whopping majority--over 70%--under estimated average age of the community college student. Since approximately 48 percent of our students are in the 22-34 age group and 22 percent are 35 and older, we need to address this common misconception in our public relations efforts.

- Results showed that more than half of the respondents over estimated the cost of attending PVCC--something else we need to address in our public relations efforts.

- The survey showed that our most effective communications tool is the direct mailing of class schedules to area residents.

- The survey showed a slight gain in recognition from television--from one percent in 1977 to three percent in 1984. Awareness of PVCC through radio remained the same, two percent.

PVCC's Public Relations Director has taken the survey results to area television and radio news directors and public service directors and has used the results of the survey to develop good working relationships with the media. In addition, the Public Relations Director, having learned from the survey the importance of the class schedule, is using headlines and graphics which address the misconceptions uncovered in the survey. All in all, the results of the telephone survey have been an invaluable public relations tool.

over

KIND OF INFORMATION AVAILABLE: (1) general news release describing the survey results and (2) copy of the survey instrument.

WHO TO CONTACT: Ida Lee Wootten, Director of Public Relations, Piedmont Virginia Community College, Route 6, Box 1A, Charlottesville, VA 22901. (804) 977-3900, extension 283.

PVCC "MARKET SHARE"
SELECTED HIGH SCHOOLS--
GRADUATING CLASS--HOW MANY
CAME DIRECTLY TO PVCC?

Background, what was done. The high school graduating classes represent one of the best sources of students for PVCC. This is particularly true with respect to full-time students. A procedure for monitoring what proportion of the service area high school graduating classes is enrolling at PVCC following graduation has been needed for a long time. During the spring of 1984 the Coordinator of Institutional Research and Planning developed and documented a FORTRAN program to identify PVCC students who had graduated from high school in the spring and enrolled at PVCC during the subsequent fall quarter. The program keeps separate counts by race and sex for selected high schools. High schools were telephoned to determine the composition of their graduating class so that PVCC's share of the market could be calulated.

Results--Kind of Information Available

The FORTRAN program lists numbers of spring high school graduates attending PVCC the following fall, total and full-time by race and sex. Combined with information on the high school class obtained from the high school information like the following can be developed:

PVCC is attracting about 13% of the service region high school graduates to this college the fall following graduating from high school.

About 8% of the high school classes come to PVCC on a full-time basis the following fall.

The percentage of females who start PVCC immediately after high school is higher than males.

Who to Contact for More Information

Dr. Robert A. Ross Coordinator of Institutional Research and Planning, PVCC, Route 6, Box 1-A, Charlottesville, Virginia 22901, SCATS 487-1071 can be contacted for the FORTRAN program and information on how it can be modified to suit your institution. (This program is an improvement on the one described in the May 21, 1984 memo from Dr. George B. Vaughan to the VCCS Presidents.)

PIEDMONT VIRGINIA COMMUNITY COLLEGE, ROUTE 6, BOX 1A, CHARLOTTESVILLE, VIRGINIA 22901, TEL. 804/977-3900

Excellence in Instruction
Seminar Series

As one means for sharing effective instructional approaches, stimulating thought regarding innovative ideas, or inviting dicussion on particular subject-related topics, Piedmont Virginia Community College has established a monthly series of afternoon seminars for faculty and administration. The idea for these seminars, called the Excellence in Instruction Seminar Series, was developed by a faculty subcommittee of our Curriculum and Instruction Committee. The purpose of this subcommittee is to promote interesting ideas to improve the quality of instruction at the college.

Seminar topics are solicited from faculty and selected by the subcommittee for presentation. Occasionally, an outside speaker is asked to present. However, the emphasis of the program is to highlight the activities of our own faculty.

Examples of past seminars include:

a. U.S. Department of Commerce Study of Productivity in American Businesses and Business Executives
b. Telecommunications: Another Approach to Non-Traditional Teaching
c. Computers - A Hands-On Workshop
d. Bogata: Society in Transition

Seminars are followed by light refreshments and conversation providing an opportunity for faculty to socialize and explore informally ideas expressed in the seminars.

For more information, please contact:

Dr. Robert Templin
Dean of Instruction
Piedmont Virginia Community College
Rt. 6, Box 1A
Charlottesville, VA 22901
804-977-3900 ext. 219

PVCC 5

PIEDMONT VIRGINIA COMMUNITY COLLEGE, ROUTE 6, BOX 1A, CHARLOTTESVILLE, VIRGINIA 22901, TEL. 804/977-3900

Industrial Mechanics Experimental Program
Piedmont Virginia Community College

In 1983, Piedmont Virginia Community College began a new program which was designed to serve the industrial eduction needs of adults in our community. By combining in-class demonstrations and theory presentations with on-the-job structured cooperative education work experiences, the college has designed a unique opportunity for adults to develop entry level skills in a variety of trade areas. Additionally, these classes have attracted large numbers of professional development students who desire credentials and certification. The areas of air conditioning and refrigeration, plumbing, and automotive repair were initially established as areas of potential need. Later, appliance repair and building maintenance were added to the list of offerings.

Students who enroll in this program register for one evening class which provides instruction in the particular industrial mechanics field which he has chosen. In addition, the student is placed in an entry level position with a cooperating employer. A cooperative education training plan is developed which specifies hands-on skills the student will learn while on the job. The cooperative education faculty coordinator works to ensure theory learned in class complements the hands-on experience of the job.

With the support of the Charlottesville-Albemarle Technical Education Center and the State Department of Labor, the college has made arrangements for students who choose to continue their training to receive credit for the first year of apprenticeship through CATEC.

This program concept offers the advantage of providing an important service to a segment of our local population which has not been served by the college in the past without a substantial investment in major pieces of equipment. Also, it offers the college the opportunity to move in and out of training as needs and interest dictate. For example, as the demand for plumbing decreased over the past year, the college was able to drop those courses and substitute a program in appliance repair/maintenance, which has received wide support from the community. The benefit to the college is its ability to redirect the use of the space on short notice rather than letting it sit idle.

In spring 1984, the college approved the addition of a Career Studies Certificate in Industrial Mechanics to recognize individuals completing a year-long sequence of classroom and cooperative education work experience in an approved area. This summer 24 individuals completed the requirements for certificates in Auto, Air Conditioning and Refrigeration, and Nursing Assistant.

Enrollment figures for these industrial classes are as follows:

	Total Student Credit Hours	FTE's
Winter 1983	144	9.6
Spring 1983	165	11
Fall 1983	159	10.6
Winter 1984	228	15.2
Spring 1984	318	21.2
Fall 1984	372	24.8

This represents a 158% growth over the first quarter the college began the project.

This program has been recognized as one possible means for providing short-term education and training for low income residents of our area. The City of Charlottesville, for example, has contracted with the college to provide opportunities for unemployed city residents using this program concept. Fourteen low income City of Charlottesville residents are now enrolled in this program.

For more information about this program, contact

Craig Pickering
Instructor of Vocational Education
Piedmont Virginia Community College
Rt. 6, Box 1A
Charlottesville, VA 22901
804-977-3900 ext. 321

PIEDMONT VIRGINIA COMMUNITY COLLEGE, ROUTE 6, BOX 1A, CHARLOTTESVILLE, VIRGINIA 22901, TEL. 804/977-3900

The Window Series

In support of the General Education Mission of the College, the Division of Learning Resources adopted the following goal for 1984-85.

> "The Division will actively support the General Education Statement of the College in a variety of ways, which would enrich the academic environment in a manner unique to the library/learning resources. Examples of the type of events the Division would sponsor are listed as objectives.
>
> 1. To work with the music faculty to present a high quality concert.
> 2. To present a talk by a mathematician on the work and thinking processes included in being a mathematician.
> 3. To present a "Meet the Author" talk or reading.
> 4. To present 'Conversations on Old Charlottesville' by the local senior citizens--a kind of a oral history.
> 5. To mount a rare book or manuscript display."

To date the following have been conducted:

a. "The Gloriana String Quartet" performing chamber music by Bach, Mozart, and others.
b. "Poetry at Noon," PVCC faculty reading their favorite poems including some original poems.
c. "Living History," a program on Oral History featuring the Charlottesville Senior Citizens' Oral History Group.

Two additional presentations are planned, one by the Archeologist at Monticello on the digs around the Thomas Jefferson Estate and the other by a scholar/philosopher/mathematician. The events have been scheduled on a Wednesday during noon until 1:30 p.m., a time when majority of the students are on campus. The site of the presentations has been the open library lounge with big picture windows, hence the name "The Window Series." Attendance has been very good by students, faculty, staff, and administrators. The events are actively promoted within the College and through the press and media, and the community is invited.

An honorarium was paid to The Gloriana String Quartet, which was provided by the President's Office. All other programs have had no costs associated with them.

Highly favorable and positive feedback has been received by the college community and by the community at large.

Contact: Khan M. Hassan, Coordinator, Division of Learning Resources or
Phyllis Eisenberg, Librarian, SCATS 487-1071, (804) 977-3900

PVCC 7

PIEDMONT VIRGINIA COMMUNITY COLLEGE. ROUTE 6. BOX 1A. CHARLOTTESVILLE. VIRGINIA 22901. TEL 804/977-3900

GENERAL EDUCATION STATEMENT

When the PVCC faculty took on the task of exploring and defining general education, it took on a task that has challenged educators for years. Yet the challenge was accepted and the assignment accomplished.

The PVCC Faculty studied the Harvard report, issued in 1946, called General Education in a Free Society, as well as Ernest Boyer and Fred Hechinger's Carnegie Foundation essay entitled "Higher Learning in the Nation's Service.

The result was the construction of a PVCC statement on General Education. As background, it reads that the successful community college must provide an education for its graduates that results in citizens who are well prepared as workers. It must do more, however. The graduate of the successful community college is an active citizen who is informed about the issues of the day and who uses good judgment in voting on the issues; the graduate thinks clearly as well as acts responsibly; the graduate uses leisure time in a way that is valuable to the individual and to society. The successful graduate, then, is one who has a general education as well as one who has specialized skills for earning a living.

The faculty at PVCC believes that the following statement on general education is a major step toward defining the "PVCC experience" and will create an awareness among all members of the college community as to the role of general education. Moreover, through committing itself to general education, the faculty believes that it will have a better understanding of what forces and factors produce a successful graduate.

Who to contact for more information:

President's Ad Hoc Committee on General Education, Evelyn Edson, Chair; Members: Ray Bratton, Martha Clutter, Dick Harrington, Janet Miller, Bob Pickett, and Mary Wayne Watson.

Attachment:

General Education Position Paper Number One, which is also now part of the PVCC Catalog and PVCC Student Information Handbook, as well as part of the philosophy of the Faculty at PVCC.

General Education

Position Paper Number One

Piedmont
Virginia
Community
College

General Education

Position Paper Number One

Piedmont Virginia Community College
September, 1984

In an attempt to define more clearly what the "PVCC experience" stands for, the faculty at the college is in the process of issuing a number of position papers. The first of these papers is entitled "General Education."

When the PVCC faculty took on the task of exploring and defining general education, it took on a task that has challenged educators for years. Yet the challenge was accepted and the assignment accomplished. Before presenting the statement by the PVCC faculty, it might be worthwhile to examine briefly the concept of general education.

The most famous and most influential statement on general education was issued by the Harvard faculty following World War II. Published by the Harvard Press in 1946 under the title *General Education in a Free Society*, the famous "Redbook," as the report was commonly called, influenced the curricula of thousands of public schools, colleges, and universities.

Commenting on the Report, James Bryant Conant, president of Harvard at the time that it was issued, stated that "the most important aspect of this whole matter is the general education of the great majority of each generation–not the comparatively small minority who attend our four-year colleges. . ." (p. viii). Conant reminded the Harvard faculty that a "general education is the continuance of the liberal and humane tradition" (p. viii). He suggested that if the goals of a general education were to be accomplished, it would avail no one to fall into the quicksand of debating whether to use the term general education or liberal education (p. ix). The PVCC faculty successfully avoided the argument.

The Harvard faculty pointed out that a supreme need of American education was for a unifying purpose (p. 41). Certainly the need for a unifying purpose or, more appropriately perhaps, the need for a unifying theme is great in the comprehensive community college because of its diverse student body.

The Harvard report saw general education as a term "used to indicate that part of a student's whole education which looks first of all to his life as a responsible human being and citizen. . ." (p. 51). While going well beyond this short statement, the PVCC faculty's concept of general education is compatible with the idea that education must serve the individual as a human being and as a citizen.

Moving from the Harvard report of 1946 to the current scene, one can find numerous reasons for supporting general education. One example seems highly appropriate for a society so enamored with technology.

Ernest Boyer and Fred Hechinger in a brief Carnegie Foundation essay entitled *Higher Learning in the Nation's Service* (1981) make a profound statement on the need for general education in today's society. They write: "Unless we find better ways to educate ourselves *as citizens*, we run the risk of drifting unwittingly into a new kind of Dark Age--a time when small cadres of specialists will control knowledge and thus control the decision making process. . ." (p. 47). They continue: "The replacement of democratic government by a technocracy or the control of policy by special-interest groups is not tolerable" (p. 47).

The successful community college must provide an education for its graduates that results in citizens who are well prepared as workers. It must do more, however. The graduate of the successful community college is an active citizen who is informed about the issues of the day and who uses good judgment in voting on the issues; the graduate thinks clearly as well as acts responsibly; the graduate uses leisure time in a way that is valuable to the individual and to society. The successful graduate, then, is one who has a general education as well as one who has specialized skills for earning a living.

The faculty at PVCC believes that the following statement on general education is a major step toward defining the "PVCC experience" and will create an awareness among all members of the college community as to the role of general education. Moreover, through committing itself to general education, the faculty believes that it will have a better understanding of what forces and factors produce a successful graduate.

General Education
Piedmont Virginia Community College

As an institution committed to offering its students the strongest possible post-secondary education, Piedmont Virginia Community College subscribes to the following statement upholding general education as an integral part of the education of all its students, regardless of their ultimate professional objectives. Accordingly, the College will create on its campus, both as part of its course offerings and outside of the classroom, an environment which encourages the student body to benefit from the experiences inherent in general education.

As citizens in a democratic and technological society, we must acquire more than mere training for a vocation or profession. To function effectively, we must acquire a general education. A good general education enables us to comprehend changing knowledge and to solve problems, whether they be occupational, professional, social, or personal. Such ways of thinking rarely develop in occupational or professional training alone.

The following list embodies the essence of a general education by specifying the primary values and abilities fostered by each discipline. The list is intended as an ideal to work toward in occupational programs and in transfer curricula. The College will strive to help each student realize this set of values.

- **To develop skills in obtaining and using information: how to read and work through a set of facts, how to recognize contradictory statements, what to do with these contradictions, and how to think logically;**
- **To present conclusions in an orderly and intelligible fashion, in writing and in speech;**
- **To experience a diversity of human behavior and thought;**
- **To develop appreciation for the arts; to sharpen all the senses and learn to make aesthetic judgments;**
- **To think creatively, solving problems by imagining what might be, encouraging thought from the known to the unknown;**

General Education

- To imagine solutions to problems and to work toward solving them both systematically and intuitively;
- To become more deeply aware of how language functions;
- To develop an understanding and appreciation of how scholars in a particular field work;
- To begin to develop skills in the kinds of questions to ask, and to acquire vocabularies necessary to specific fields through acquaintance with methods of inquiry;
- To understand science and mathematics as an intrinsic part of the culture;
- To have some understanding of social and economic issues raised by scientific research and technological development;
- To have at least some exposure to non-Western, non-white, and non-male perspectives;
- To achieve a world view, through the study of other cultures;
- To develop the body, through physical education, testing its limits and learning new skills, in order to bring mind and body into a graceful and harmonious unity;
- To develop a feeling for the excitement of learning itself;
- To learn to make ethical judgments;
- And finally, to establish a life-long process of intellectual and cultural growth.

Piedmont Virginia Community College
Route 6, Box 1-A
Charlottesville, Virginia 22901
(804)977-3900

RCC 1

RECEIVED
FEB 27 1985
Deputy Chancellor

rappahannock community college
south campus: glenns, virginia 23149 · north campus: warsaw, virginia 22572

North Campus Library
(804) 333 4024

CREATION AND OPERATION OF THE FRIENDS OF THE LIBRARY

When the Warsaw campus of Rappahannock Community College became a reality in 1974, one of its many contributions to the community was to offer the resources of the library to the public. This was of particular value to Richmond County, site of the North Campus, which had been without a public library since 1955.

In response to the generosity of the college and with its encouragement, the Friends of the Library was organized to offer a means of giving support to the library. Through the years the Friends have promoted the following objectives: 1) providing a children's library and encouraging its use; 2) providing financial assistance for the purchase of materials beyond that which is provided in the State budget; 3) assisting in the handling of gifts to the college library; 4) promoting awareness of the college library as the largest lending library in the area; 5) offering cultural programs for the benefit of the entire community.

The success of this cooperative venture is attested to by the increase in circulation of books and in public registration, by the popularity of programs offered to both adults and children, by a strong volunteer program and by success in fundraising.

Fundraising, which began with bake sales and book fairs, has become more sophisticated. Monies accrue from activities such as ATTIC BOOKS, a used book store; GIFTS FROM THE NORTHERN NECK, items created by local artists and craftsmen; and the annual Book and Author Dinner, featuring authors of national prominence such as Russell Baker and Tom Wolfe. WHO WAS WHERE, the 1850 census of Richmond County, is to be published in late spring and should bring a substantial profit. The most significant activity was one to assure funds for continuous assistance to the library, the establishment of a library endowment fund as a repository for profits and gifts received.

Special collections are additional testimonials to the dedication and continuing interest of the Friends of the Library: the Law Library; Virginiana Collection; Children's Library; Rouzie Collection of current and popular books; Pollard Collection of gardening books; and the Dos Passos Collection of films and research materials related to the Dos Passos Project.

The North Campus Library continues to be a community library. On a given evening, one can see parents browsing in the periodical section while their children work on projects and research assignments. Ballet students like to gather in the children's corner until their mothers can pick them up after class. The Washington Post is amiably shared by R.C.C. and high school students. Both college students and area residents now have a library which meets their wide range of needs and interests.

virginia community college system

Additional information is available concerning the history, objectives and activities of the organization. Please contact: Katharine Farmar (Mrs. R.A.,Jr.); Warsaw, VA 22572; 333-3562 , the original president of the organization; or Sally King (Mrs. William T.), Warsaw, VA 22572; 333-4024, North Campus library assistant.

TNCC 1

THOMAS NELSON COMMUNITY COLLEGE P.O. Box 9407 Hampton, Virginia 23670

Virginia Community College System

CENTER FOR AUTOMATION AND TECHNOLOGY (CAT)

What was done, and how: The Center for Automation and Technology (CAT), of the Division of Continuing Education at Thomas Nelson Community College, is dedicated to providing a comprehensive, full service technological development resource for industry, business, and governmental organizations of the Virginia Peninsula.

The Center's mission is to provide a full array of advanced and high technology courses, training programs, and services to employees of Peninsula based employers. The Virginia Peninsula has a tremendous stake in the technological revolution now taking place in American business and industry. The Center for Automation and Technology will enhance the already substantial technological base in the area. More specifically, the Center provides a variety of training activities, courses, and resources in the areas of machine technology, computer literacy, office automation, computer programming, robotics, career assessment, cooperative internships, Computer Assisted Design (CAD), and other areas to satisfy technological needs in business and industry.

The Center is committed to providing employer-designed training activities and other technological development services at times, places, and in ways that are convenient to the clients. In addition, the Center places great importance on the delivery of these services at low cost to the organization and well within reach of most individuals.

Results: Numerous positive responses from businesses and industries.

Kind of additional information that is available: Courses and programs are available for credit or credit-free through the Office of Mini-Course Programs. Credit courses are applicable to associate degrees, certificates, and diplomas.

Who to contact for more information: For further information, contact E. Roy Budd, CAT Program Head, Division of Continuing Education, 825-2957.

2/25/85

Center for Automation and Technology

CAT

Thomas Nelson Community College

"Training increases competence and commitment — We can meet the challenge together on the Virginia Peninsula."

The Center for Automation and Technology (CAT), of the Division of Continuing Education at Thomas Nelson Community College, is dedicated to being a comprehensive, full service technological development resource for industry, business, and governmental organizations of the Virginia Peninsula.

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Meeting Needs

The Center for Automation and Technology is equipped and staffed to design specific training programs to meet the technological and automation needs of business and industry. Physical locations, content, and times are flexible and can be determined by the sponsoring organization, agency, or firm.

Courses and programs are available for credit or credit-free through the Office of Mini-Course Programs. Credit courses are applicable to associate degrees, certificates and diplomas.

Objectives

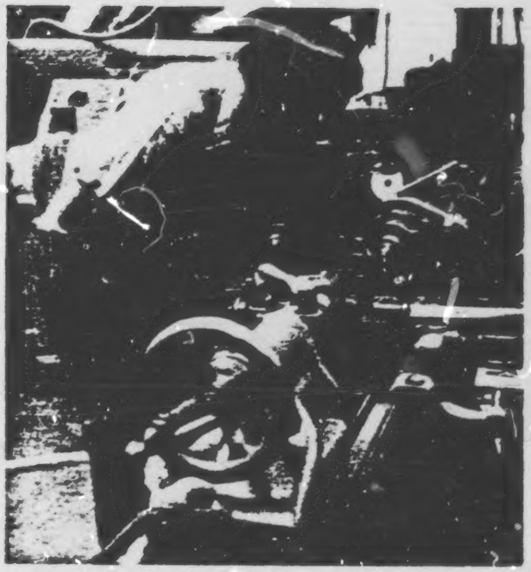
- To develop and refine those skills and tools so critical to successful employment in automated and technological career fields such as micro and mini computers, word processing, Computer Assisted Design (CAD), Computer Assisted Manufacturing (CAM), robotics, industrial electricity/electronics, and others.
- To keep abreast of new technological innovations, act as a community broker of information, and maintain a program of self-growth to best serve the community.
- To offer the full services and resources of the College at minimum cost.
- To highlight support services and programs of the College such as the Career Assessment Center and Cooperative Education Internships and serve as a liaison to business and industry.
- To offer high technology credit courses applicable to an Associate in Applied Science Degree or Certificate.
- To conduct non-credit mini-courses, workshops, seminars, and conferences designed to meet the technological needs of organizations and their employees.
- With the completion of courses through the mini-course program, a student receives a certificate of completion and Continuing Education Units (CEU) if applicable.

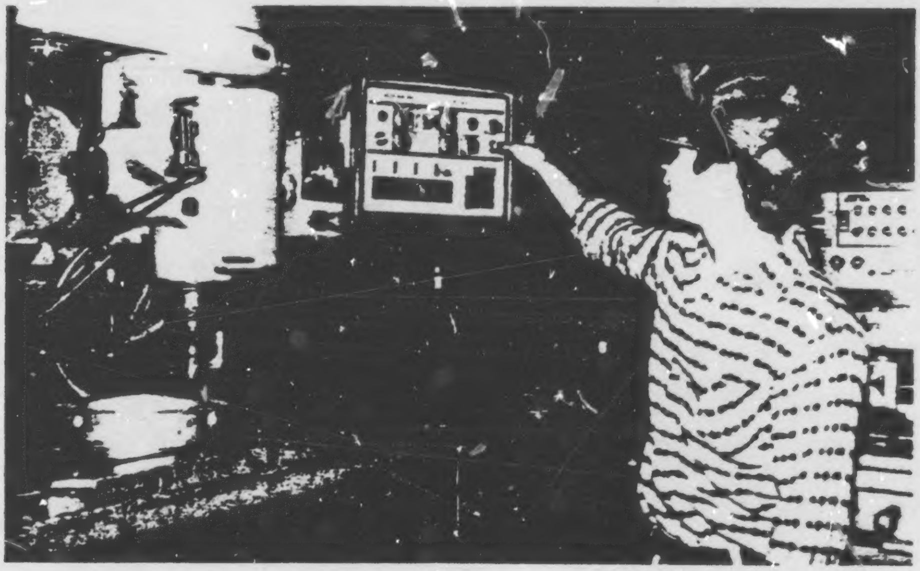
Approach

When a number of employees in an organization need technical training or help with a specialized training problem, the Center can offer many advantages:

(1) *Tailoring*. . . On-site programs both for college credit or through the credit-free mini-course program gives an organization the opportunity to design training needs with staff members. In this way, the program can be tailored to address the specific needs of the organization. Organizational work environment will be taken into account and areas of critical interest will be emphasized.

(2) *Consulting*. . . The Center will assist with defining a training need or assist with the design of an internal development program. Resource people are available to conduct a needs analysis or to assist with a train-the-trainer program.





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(3) *Quality*. . . The Center has the full services of the College at its disposal. The instructors are professionals in their respective technological fields. The hi-tech equipment of the College is a featured component of all the Center's programs.

(4) *Cost*. . . The programs and activities of the Center provide a significant advantage to an organization's training budget. The cost per person for programs and courses is very low. Other functions of the Center are provided to the company as a community service.

(5) *Capability*. . . In addition to the hi-tech courses and programs mentioned already, the Center also offers other on-site programs in the following areas: effective writing, supervisory/management development, communications, and sales training.

(6) *Convenience*. . . Numerous programs and courses can be scheduled when and where they are required. An organization may wish to schedule training at a time most convenient to staff members or when business demands are highest. The Center functions with flexibility and is adaptable to satisfy the needs of organizations on the Peninsula. A short turn around between request and delivery of program is one of the Center's hallmarks.

For futher information contact:

E. Roy Budd
CAT Program Head
Division of Continuing Education
Thomas Nelson Community College
P.O. Box 9407
Hampton, VA 23670
(804) 825-2957

Thomas Nelson Community College is:

- *Accredited by the Southern Association of Colleges and Schools*
- *An approved Servicemember's Opportunity College*
- *Approved for V.A. and various federal assistance programs*
- *Affiliated with the American Association of Community and Junior Colleges*

Providing educational and
training opportunities for the
Virginia Peninsula

THOMAS NELSON COMMUNITY COLLEGE P.O. Box 9407 Hampton, Virginia 23670
Phone (804) 825-2700
Virginia Community College System

SMALL BUSINESS INSTITUTE

What was done and how: As a co-sponsor of the Small Business Program with the Small Business Administration (SBA), TNCC developed and implemented a six-week evening course for students interested in small business--Small Business Institute (SBMN 511). This course consists of an orientation session and five field trips to successful small businesses in the community. At the orientation, an attorney, an accountant, and a bank loan officer present the basic financial, accounting, and legal aspects of small business. During the next five weeks, the class meets at selected small businesses that are representative of the retail, wholesale, manufacturing, and service industries. Mini-Course Programs developed the program, recruited the professionals for the orientation, selected the small businesses and completed the arrangements for the field visits, prepared the brochure, and publicized the course.

Results: 13 students registered for the first session which began on February 5, 1985. Results to date have been encouraging.

Kind of additional information available: See printed brochure for this course.

For further information, contact: Mrs. Jo Horvath, Office of Mini-Course Programs, telephone: (804) 825-2939.

Serving Hampton, Newport News, Poquoson, Williamsburg, James City County, and York County

Steering Committee:

A steering committee composed of representatives of the Small Business Administration, Peninsula Chamber of Commerce, and Thomas Nelson Community College are attempting to provide initial leadership for the Center for Small Business Programs. As time proceeds, a larger community-based advisory group will be established.

For further information call:

Gay Coster, Small Business Administration District Office

Louis O. Miller, Jr., Peninsula Chamber of Commerce

Jo Horvath, Thomas Nelson Community College Mini-Course Programs

E. Roy Budd, Thomas Nelson Community College Center for Human Resources Development

Gino A. Canale, Thomas Nelson Community College Director of Continuing Education

Registration

By Mail
A student may mail a check or money order with the registration form in this brochure to the indicated address.

In Person
Registration may be completed at the Division of Continuing Education Office, Room 158, Moore Hall, Thomas Nelson Community College campus. Hours are:

Monday - Thursday	noon - 9:00 p.m.
Friday	9:00 a.m. - 5:00 p.m.

Mastercard or Visa may be used for tuition payment made in person.

For Further Information
Please call 825-2939 or 825-2935.

The Associate Degree is also available.

Thomas Nelson Community College is an affirmative action, equal opportunity institution.

AN EQUAL OPPORTUNITY EMPLOYER

SBA
U.S. Small Business Administration

Official Business
Penalty for Private Use, $300

First-Class Mail
Postage & Fees Paid
SBA
Permit No. G-82

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center for
SMALL BUSINESS
programs

presents

Small Business Institute
(SBMN 511)

co-sponsored with

U.S. Small Business Administration

WINTER QUARTER 1985

Division of Continuing Education

THOMAS NELSON
COMMUNITY COLLEGE
P.O. BOX 9407
HAMPTON, VA 23670

(804) 825-2939

center for SMALL BUSINESS programs

An Overview

A 6-week, evening course consists of an orientation session and five field trips to successful small businesses. At the orientation students get a sampling of the fundamentals of small business basics from an attorney, an accountant, and a bank loan officer. For the next five weeks, the course meets at various small businesses throughout the community. Businesses are representative of the retail, wholesale, manufacturing and service industries.

Areas to be Addressed at Orientation

Finance: Discounts on vendor invoices, type of collateral, loan application, interest, financing (borrowing money), establishing a line of credit, factoring, investing working capital, lock box, working capital, leasing, etc.

Accounting: Cash flow, depreciation, rent, lease, purchase, money turn-around, product pricing, accounts payable, accounts receivable inflation, budgeting, profit margins, cash discounts, financing, taxes, line of credit, discounts, financial statements, fixed assets, inflation, stock shares.

Legal: Unemployment Compensation, Workmen's Compensation, no corporation, subchapters, full corporation, legal liabilities of each type of corporation, contracts with major suppliers, licensing, filing for name of company, etc.

Class Schedule

First Class	February 5, 1985 (7:00-9:00 p.m.) at TNCC General Instruction and Briefing Conducted By: Gino A. Canale (Briefing, Director of Continuing Education) Brad Huffman (Attorney-at-Law/Legal) Robert Young (CPA/Accounting) TBA (Bank Loan Officer/Financing)
Second Class	February 12, 1985 (7:00-9:00 p.m.) at: Malcolm G. Fries & Associates, Inc. 749 Thimble Shoal Boulevard Newport News, Virginia Conducted by: Malcolm Fries, Financial Consultant
Third Class	February 19, 1985 (7:00-9:00 p.m.) at: Garden of Children Ltd. 4 Hoopes Road Newport News, Virginia Conducted by: Yvonne Venable, Owner & Manager
Fourth Class	February 26, 1985 (7:00-9:00 p.m.) at: Rod's Auto Repair & Transmission, Inc. 1847 E. Pembroke Avenue Hampton, Virginia Conducted by: J. D. Horvath, Owner & Manager
Fifth Class	March 5, 1985 (7:00-9:00 p.m.) at: Jan Mar Beauty Academy Jan Mar Drive Newport News, Virginia Conducted by: Evelyn Irvine, Owner & Manager
Sixth Class	March 12, 1985 (7:00-9:00 p.m.) at: Research & Development Small Business Innovation Research Program Conducted by: Joseph Foglia, Procurement Center Representative, U.S. Government Small Business Administration

Registration Form

Name ____________________

Social Security Number ____________

Address ____________________

____

City ____________________

State __________ Zip __________

Work Phone ____________________

Home Phone ____________________

Please enroll me in the Inside Small Business institute course.

Course Code SBMN 511
Course Fee: $5[illegible].00
Course Dates: February 5-March 12, 1985
CEU's: 1.2

Make checks payable to:
Thomas Nelson Community College

Mastercard or Visa may be used for tuition payments made in person.

Sorry, no refunds after the first night of class.

Mail registration form and fee to:
Mini-Course Program
Thomas Nelson Community College
P.O. Box 9407
Hampton, VA 2367[illegible]

TNCC 3

THOMAS NELSON COMMUNITY COLLEGE P.O. Box 9407 Hampton, Virginia 23670

Phone (804) 825-2700

Virginia Community College System

THOMAS NELSON COMMUNITY COLLEGE
OFFICE OF OFF-CAMPUS PROGRAMS

BACK TO COLLEGE PROGRAM

The promotional plan described below was developed to increase community awareness of Thomas Nelson Community College (TNCC) at its Williamsburg location and to stimulate enrollment at the off-campus center.

I. What Was Done and How

A. A two-sided newspaper insert was developed and printed by the college. It included:

1. A catchy heading to attract readers.
2. Reasons why education and training is important in todays world.
3. A brief description of the Back to College program including day, time and location.
4. A Winter Quarter course listing.
5. Off-Campus advising registration and course starting dates.

B. The College contracted with an area newspaper to distribute 10,000 flyers to their Williamsburg subscribers.

1. Cost per 1,000 flyers is $32.00 for a total cost of $320.00.
2. Flyers were distributed once on a Wednesday.

C. Newspaper inserts were hand distributed throughout the Williamsburg community.

1. Inserts were given to all TNCC students attending classes in Williamsburg.
2. Inserts were delivered at school and public libraries, tacked on supermarket bulletin boards and left with other community agencies. A retired individual who is paid by the office of Continuing Education, on an hourly basis, distributed the literature to the community agencies. Cost was $20.00.

D. Arrangements were made with the Williamsburg public library to use their facilities for the Back to College Program. There was no charge for the use of the room.

E. The AV department provided a short slide show depicting the College programs and services and presented the slide show during the program.

F. The program consisted of a welcome, a short verbal survey to ascertain what the audience wished to accomplish, the slide show, a brief overview of the college, questions and answers, financial aid overview and the distribution of college materials.

II. Results

A. Over 11,000 flyers were distributed throughout the Williamsburg community announcing the programs and services provided by the college.

B. Sixteen people attended the program and were encouraged to pass on the information they acquired about TNCC.

C. The program was a major step in establishing a TNCC presence in the Williamsburg community.

III. Contact Person - Steve Serman
Office of Off-Campus Programs
Thomas Nelson Community College
P. O. Box 9407
Hampton, VA 23670

2/26/85

Would You Like an Exciting Night Life?

Need to Improve Your Earning Potential?

Want to Learn a New Job Skill?

Thomas Nelson Community College has the answers for you.

On November 29, 1984, from 7:00-8:30 p.m. in the Williamsburg Library - Room B TNCC will present a free program that will:

- Provide information on jobs and education in today's high tech world.
- Help you to select an educational program that's right for you.
- Introduce you to the programs provided by Thomas Nelson.
- Answer your questions on financing a college education.

Thomas Nelson Advising Services

Increasing numbers of adults are returning to college, returning to the job market or changing careers. Thomas Nelson realizes that adults may need help in making the best decisions for their lives. A representative from Thomas Nelson will be in Williamsburg on the dates and times listed below to provide information and answer your questions.

James Blair Intermediate School (at the intersection of Ironbound and Richmond Roads)

November 14	3:45-5:15 p.m.	James Blair Intermediate School Library
December 10 & 12	3:45-5:15 p.m.	James Blair Intermediate School Library

Call 825-2958 (TNCC) for further information.

PLEASE TURN OVER

Thomas Nelson Community College
WINTER QUARTER 1985 COURSE SCHEDULE
James Blair Intermediate School Annex
Lafayette High School

James Blair

ACCT 212-83	Principles of Accounting II	M	6:00-9:00 p.m.
BUAD 110-83	Human Relations & Leadership Training	M	6:00-9:00 p.m.
BUAD 164-83	Principles of Business Management	W	6:00-9:00 p.m.
BUAD 174-83	Small Business Management I	W	6:00-9:00 p.m.
DAPR 106-83	Principles of Data Processing	W	6:00-9:00 p.m.
MKTG 165-83	Principles of Real Estate II	W	6:00-9:00 p.m.
MATH 05-83	Arithmetic	M/W	6:00-8:30 p.m.
06-83	Basic Algebra I	M/W	6:00-8:30 p.m.
07-83	Basic Algebra II	M/W	6:00-8:30 p.m.
ENGL 112-83	English Composition II	W	6:00-9:00 p.m.
ENGL 272-83	Survey of World Literature II	W	6:00-9:00 p.m.
PSYC 201-83	General Psychology I	W	6:00-9:00 p.m.

Lafayette

DAPR 258-80	Computer Programming Basic	M/W	6:00-8:30 p.m.
SECR 111-80	Typewriting I	M/W	6:00-8:30 p.m.
SECR 112-80	Typewriting II	M/W	6:00-8:30 p.m.
SECR 113-80	Typewriting III	M/W	6:00-8:30 p.m.

REGISTRATIONS HELD AT JAMES BLAIR INTERMEDIATE SCHOOL ANNEX

November 12	Monday	5:15-6:15 p.m.
November 14	Wednesday	5:15-6:15 p.m.
December 10	Monday	5:15-6:15 p.m.
December 12	Wednesday	5:15-6:15 p.m.
January 7	Monday	5:15-6:15 p.m.
January 9	Wednesday	5:15-6:15 p.m.

TUITION:

$15.25 per credit
$66.00 per credit - Out-of-State
$ 2.00 per quarter - Activities Fee

Call the Office of Off-Campus Programs 825-2938 for further information.

ON CAMPUS REGISTRATION SCHEDULE

Early Registration	November 7-9, 12-16
Regular Registration	December 3-7, January 2
Late Registration	January 3-4, 7-9

CLASSES BEGIN JANUARY 3, 1985

PLEASE TURN OVER

TNCC 4

THOMAS NELSON COMMUNITY COLLEGE P.O. Box 9407 Hampton, Virginia 23670

Phone (804) 825-2700

Virginia Community College System

EVENING STUDENT ASSOCIATION PROGRAMS

What was done and how: Each quarter, the Office of Evening Programs offers two programs specifically targeted to the evening student. Topics such as "Time Management, Home/Work/School", "Test Taking Anxiety", etc. are given by TNCC Counseling Personnel. Program times are arranged 45 minutes before evening classes begin for the convenience of evening students.

Kind of additional information available: Program subject, date time, location, and guest lecturer are distributed throughout campus locations three to four weeks prior to the program to insure advance publicity. Additionally, Evening Student Association Programs are released to area newspapers for publication.

Results: Although past programs have not drawn significant numbers, advance publicity continues. This type of programming for evening students indicates the college's concern for the individual needs of the part-time evening student.

For additional information, contact: Ms. Rosemary Bachmurski, Office of Evening Programs, telephone: (304) 825-2758.

Attention Evening Students

Two Exciting Programs!

TIME MANAGEMENT: SCHOOL/HOME/WORK

WHEN: Monday, February 25, 1985 - 6:15 - 6:45 p.m.

WHERE: Peninsula Room

WHO: Ms. Betty Lindsey, TNCC Counselor

and
Just in Time for Exams!

TEST TAKING ANXIETY

WHEN: Wednesday, March 6, 1985 - 6:15 - 6:45 p.m.

WHERE: Room 100, Moore/Diggs Hall

WHO: Rex Evans, TNCC Counselor

Sponsored by: *The Evening Student Association*
Office of Evening Programs
Division of Continuing Education

THOMAS NELSON COMMUNITY COLLEGE

TNCC 5

THOMAS NELSON COMMUNITY COLLEGE P.O. Box 9407 Hampton, Virginia 23670

Phone (804) 825-2700

Virginia Community College System

DO SOMETHING DIFFERENT

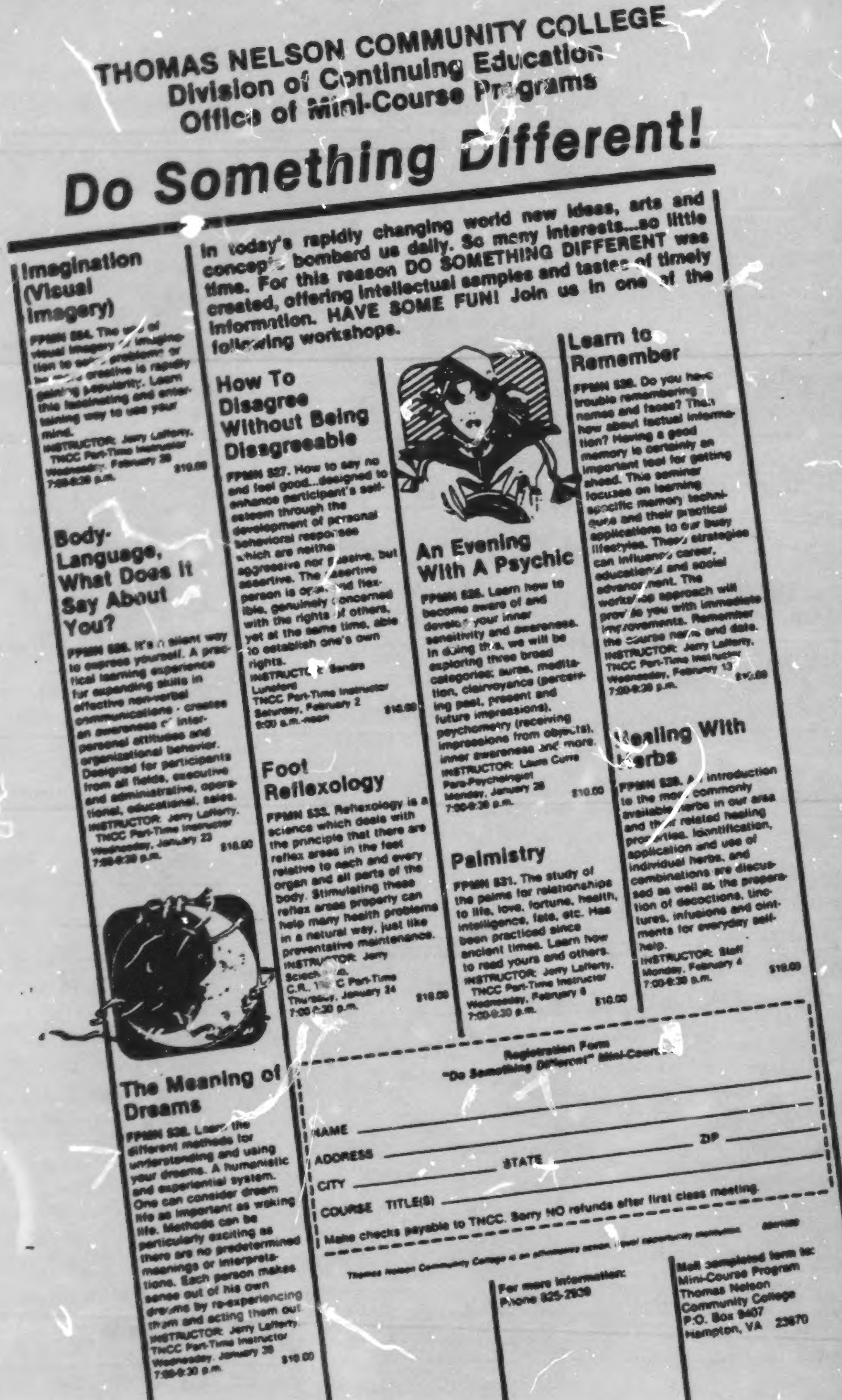
What was done and how: In today's rapidly changing world, new ideas, arts, and concepts bombard us daily. TNCC recognized this development and created "Do Something Different" (a non-traditional educational experience) which offers intellectual samples and tastes of timely information in one-evening/one-day workshops. These include visual imagery, body language, meaning of dreams, how to disagree agreeably, foot reflexology, an evening with a psychic, palmistry, remembering, and herb-healing. After selection of faculty and development of courses, TNCC marketed the courses with a flyer and through the media.

Results: Public response through attendance confirmed the need for these types of programs.

Kind of additional information available: The flyer provides details on each of the workshops.

For additional information, contact: Mrs. Jo Horvath, Office of Mini-Course Programs, telephone: (804) 825-2939.

Serving Hampton, Newport News, Poquoson, Williamsburg, James City County, and York County



THOMAS NELSON COMMUNITY COLLEGE
Division of Continuing Education
Office of Mini-Course Programs

Do Something Different!

In today's rapidly changing world new ideas, arts and concepts bombard us daily. So many interests...so little time. For this reason DO SOMETHING DIFFERENT was created, offering intellectual samples and tastes of timely information. HAVE SOME FUN! Join us in one of the following workshops.

Imagination (Visual Imagery)

FPMN 534. The use of visual imagery or imagination to solve problems or be more creative is rapidly gaining popularity. Learn this fascinating and entertaining way to use your mind.
INSTRUCTOR: Jerry Lafferty,
TNCC Part-Time Instructor
Wednesday, February 20
7:00-9:30 p.m. $10.00

Body-Language, What Does It Say About You?

FPMN 535. It's a silent way to express yourself. A practical learning experience for expanding skills in effective non-verbal communications - creates an awareness of interpersonal attitudes and organizational behavior. Designed for participants from all fields, executive and administrative, operational, educational, sales.
INSTRUCTOR: Jerry Lafferty,
TNCC Part-Time Instructor
Wednesday, January 23
7:00-9:30 p.m. $10.00

The Meaning of Dreams

FPMN 532. Learn the different methods for understanding and using your dreams. A humanistic and experiential system. One can consider dream life as important as waking life. Methods can be particularly exciting as there are no predetermined meanings or interpretations. Each person makes sense out of his own dreams by re-experiencing them and acting them out.
INSTRUCTOR: Jerry Lafferty,
TNCC Part-Time Instructor
Wednesday, January 30
7:00-9:30 p.m. $10.00

How To Disagree Without Being Disagreeable

FPMN 527. How to say no and feel good...designed to enhance participant's self-esteem through the development of personal behavioral responses which are neither aggressive nor passive, but assertive. The assertive person is open and flexible, genuinely concerned with the rights of others, yet at the same time, able to establish one's own rights.
INSTRUCTOR: Sandra Lunsford
TNCC Part-Time Instructor
Saturday, February 2
9:00 a.m.-noon $10.00

Foot Reflexology

FPMN 533. Reflexology is a science which deals with the principle that there are reflex areas in the feet relative to each and every organ and all parts of the body. Stimulating these reflex areas properly can help many health problems in a natural way, just like preventative maintenance.
INSTRUCTOR: Jerry Scioch, Ed.D.
C.R., TNCC Part-Time
Thursday, January 24
7:00-9:30 p.m. $10.00

An Evening With A Psychic

FPMN 536. Learn how to become aware of and develop your inner sensitivity and awareness. In doing this, we will be exploring three broad categories: auras, meditation, clairvoyance (perceiving past, present and future impressions), psychometry (receiving impressions from objects), inner awareness and more.
INSTRUCTOR: Laura Cone
Para-Psychologist
Monday, January 28
7:00-9:30 p.m. $10.00

Palmistry

FPMN 531. The study of the palms for relationships to life, love, fortune, health, intelligence, fate, etc. Has been practiced since ancient times. Learn how to read yours and others.
INSTRUCTOR: Jerry Lafferty,
TNCC Part-Time Instructor
Wednesday, February 6
7:00-9:30 p.m. $10.00

Learn to Remember

FPMN 538. Do you have trouble remembering names and faces? Then how about factual information? Having a good memory is certainly an important tool for getting ahead. This seminar focuses on learning specific memory techniques and their practical applications to our busy lifestyles. These strategies can influence career, educational and social advancement. The workshop approach will provide you with immediate improvements. Remember the course name and date.
INSTRUCTOR: Jerry Lafferty,
TNCC Part-Time Instructor
Wednesday, February 13
7:00-9:30 p.m. $10.00

Healing With Herbs

FPMN 539. An introduction to the most commonly available herbs in our area and their related healing properties. Identification, application and use of individual herbs, and combinations are discussed as well as the preparation of decoctions, tinctures, infusions and ointments for everyday self-help.
INSTRUCTOR: Staff
Monday, February 4
7:00-9:30 p.m. $10.00

Registration Form
"Do Something Different" Mini-Courses

NAME ______________________________
ADDRESS ______________________ ZIP __________
CITY ______________ STATE ______________
COURSE TITLE(S) ______________________________

Make checks payable to TNCC. Sorry NO refunds after first class meeting.

Thomas Nelson Community College is an affirmative action/equal opportunity institution.

For more information:
Phone 825-2939

Mail completed form to:
Mini-Course Program
Thomas Nelson
Community College
P.O. Box 9407
Hampton, VA 23670

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THOMAS NELSON COMMUNITY COLLEGE P.O. Box 9407 Hampton, Virginia 23670
Phone (804) 825-2700
Virginia Community College System

National Executive Housekeepers Association (NEHA)

"320" Hour Certification Program

What was done and how: TNCC in coordination with NEHA offered a course of study designed to enable the professional housekeeper to meet the NEHA certification. Course objectives are to provide persons who are employed as housekeepers or seeking housekeeping careers the educational opportunity to develop professional standards and to acquire leadership and management skills in their field of employment. The first course began the year of 1975 and proved to be very successful. Current course dates: January 23, 1984 to March 26, 1986.

Results: Perceived results of this course were largely achieved. Both students and NEHA executives applauded this course. A number of graduates benefited directly by holding executive housekeeper positions in large public and private institutions.

Additional information available: Course subjects, content, schedule, fees, etc., may be obtained from current brochure.

For further information, contact: Mrs. Jo Horvath, Office of Mini-Course Programs, telephone: (804) 825-2939.

Professional management and training principles are the key to improved housekeeping activities. Executive Housekeepers are the source of manpower and expertise for the housekeeping career field.

The National Executive Housekeepers certification program provides training in leadership and management skills for those already employed as professional housekeepers. The course will also be of interest to anyone seeking a career in this field.

ACCREDITATION

Thomas Nelson Community College is fully accredited by the Southern Association of College and Schools. This course of instruction has been approved by the National Executive Housekeepers Association.

CERTIFICATES OF COMPLETION

Certificates of completion will be awarded for each course which the student successfully completes. In addition, Continuing Education Units (CEU's) will be awarded.

WHAT IS A CONTINUING EDUCATION UNIT (CEU)?

A CEU represents 10 contact hours of participation in an organized educational experience. The Unit is designed to serve as a uniform measure of learning in non-credit educational programs. CEU's are awarded as whole or fractional units.

TNCC, through the Division of Continuing Education, awards CEU's to persons enrolled in and completing certain non-credit courses.

These Continuing Education Units will give employers, associations and organizations a standard measure of participation in short-term training programs completed by the individual.

CONTINUING EDUCATION ADMINISTRATION

Director of Continuing Education G. Canaie	825-2936
Office of Off-Campus Programs S. Sirman	825-2954
Office of Evening Programs R. Bachmurski	825-2758
Office of Mini-Course Programs J. Horvath	825-2939
Center for Human Resources Development E.R. Budd	825-2958

"THESE COURSES ARE SUPPORTED ENTIRELY BY THE FEES PAID BY PARTICIPANTS"

Thomas Nelson Community College is an affirmative action, equal opportunity institution.

784:500

Division of Continuing Education 53
Thomas Nelson Community College
P.O. Box 9407
Hampton, VA 23670

National Executive Housekeepers Association

"320"-Hour Certification Program

presented by

Thomas Nelson Community College

and

The National Executive Housekeepers Association

September, 1984 - February, 1986

$50.00 per 20-hour course

$25.00 per 10-hour course

NATIONAL EXECUTIVE HOUSEKEEPERS ASSOCIATION
"320"-Hour Certification Program

All classes meet Monday through Wednesday evenings, 6:30 - 10:00 p.m., at Riverside Hospital Nursing School

Orientation to Housekeeping $25
September 24-26, 1984 1.0 CEU
Provides the student with insights into institutional housekeeping as a career.

Housekeeping Techniques $50
October 15-17 & 22-24, 1984 2.0 CEUs
Covers the basic tools required in institutional housekeeping: knowledge of the accepted basic cleaning techniques.

Economics $50
November 19-21 & 26-28, 1984 2.0 CEUs
Introduces the student to the nature and structure of the economy and economic organizations; the distribution of wealth and income; economic problems; business and labor.

Sociology $50
December 10-12 & 17-19, 1984 2.0 CEUs
Familiarizes the student with the definitions, concepts, and terms used by sociologists to understand group behavior and society structure.

Organization & Management $50
January 21-24 & 28-30, 1985 2.0 CEUs
Teaches students organizational skills and their applications in day to day management of business.

Personnel Management - Principles $50
February 18-20 & 25-27, 1985 2.0 CEUs
Personnel management as applied to the operation of a department within a larger organization. Study units pertain directly to housekeeping management.

Personnel Management - Training $50
March 18-20 & 25-27, 1985 2.0 CEUs
Training as a management function. Units cover principles of training, types of training, objects and expected results of effective training programs, and supervisory development.

Personnel Management - Supervision $50
April 15-17 & 22-24, 1985 2.0 CEUs
General principles and practices of the functions of supervision. Topics include: the supervisor's role in management, grievances, discipline, promotion and upgrading of personnel, termination, and basic records used by the supervisor.

Communication - Written $50
May 20-22 & 27-29, 1985 2.0 CEUs
Basic elements of the communication process; understanding communications in an organization; principles of written communication and their application to business letter writing and report writing.

Communication - Oral $50
June 17-19 & 24-26, 1985 2.0 CEUs
Explains the fundamentals of reading and listening for comprehension; the composition and delivery of speeches.

Records $25
July 29-31, 1985 1.0 CEU
Describes and explains records and record-keeping as they relate to the basic operations and controls in a housekeeping department.

Purchasing $25
August 26-28, 1985 1.0 CEU
Introduces the student to the function of institutional purchasing and its relation to the operation of the housekeeping department.

Budgets $25
September 23-25, 1985 1.0 CEU
Explains the principles which govern the use and control of funds in an institution.

Work Controls $50
October 21-23 & 28-30, 1985 2.0 CEUs
Presents a variety of work production and quality control measurement techniques. Techniques and measurement devices are chosen specifically for housekeeping management.

Psychology $50
November 18-20 & 25-27, 1985 2.0 CEUs
Covers basic principles and concepts of individual human behavior with special reference to learning, remembering, thinking, motivating, personality, and attitudes.

Safety Practices $50
December 9-11 & 16-18, 1985 2.0 CEUs
Describes the best safety practices to be used in institutional housekeeping; the human and non-human factors; fire prevention; emergencies; and security.

Environmental Controls $50
January TBA, 1986 2.0 CEUs
Shows the importance of general and institutional environmental controls; the basic vocabulary and concepts of microbiology; the major harmful organisms and pests; and methods of waste control.

Interior Decoration $50
February TBA, 1986 2.0 CEUs
Gives the basic principles of decoration necessary to produce an environment that is harmonious, safe, and economical to maintain.

How to Register

BY MAIL: A student may mail a check or money order with the registration form below to the indicated address.

IN PERSON: Monday - Thursday, noon -8 p.m.; Friday, 8 a.m. - 5 p.m., in the Continuing Education Division, Room 158, Moore Hall. Students wishing to pay by Mastercard or Visa may do so Monday -Friday, 8 a.m. - 5 p.m. Sorry, no cash can be accepted.

Mail completed form to:
Mini-Course Program
Thomas Nelson Community College
P.O. Box 9407
Hampton, VA 23670

FOR FURTHER INFORMATION: Please call the Division of Continuing Education (804) 825-2939/2935

REGISTRATION FORM

PLEASE PRINT AND FILL IN ALL BLANKS. NAME WILL APPEAR ON CERTIFICATE AS IT IS PRINTED BELOW.

Course Title ______ Begins ______ Fee ______

Name: First ______ Middle ______ Last ______

Home Phone No. ______ Work Phone No. ______ Social Security No. ______

Street Address ______ City ______ State ______ Zip ______

Employer ______

Make checks payable to TNCC. Sorry NO refunds after the first class meeting. No cash.

THOMAS NELSON COMMUNITY COLLEGE P.O. Box 9407 Hampton, Virginia 23670

Phone (804) 825-2700

Virginia Community College System

COLLEGE FOR THE YOUNG (CFY)

What was done and how: TNCC originated the CFY in 1981 after it recognized the need for the provision of unique and varied experiences for young adults (5th-12th grades) to stimulate self-expression, to develop their educational and artistic skills, and to broaden their cultural and recreational interests. Based upon need surveys, and inputs from parents and a CFY Advisory Committee, TNCC developed and offered a variety of short courses, some unique such as mini-modeling, and others the same as adult courses except that they were restructured for the young.

Results: Results confirmed the concept and need for CFY. CFY is now a continuing program and it is modified as necessary to meet the changing needs of young adults.

Kind of additional information available: See details in program documents and annual reports.

For further information, contact: Mrs. Jo Horvath, Office of Mini-Course Programs, telephone: (804) 825-2939.

THOMAS NELSON COMMUNITY COLLEGE P.O. Box 9407 Hampton, Virginia 23670

Phone (804) 825-2700

Virginia Community College System

CHRISTMAS CRAFTS FAIR

What was done and how: For two days, November 24-25, 1984, TNCC sponsored a Christmas Crafts Fair on campus. This event open to everyone represented a "first" at TNCC whose objectives were to (1) provide a community service and promote cultural alliance, and (2) provide increased visibility of TNCC and, incidentally, its educational offerings and opportunities. The action office, Office of Mini-Course Programs, planned, organized, and implemented the fair which included over 100 craft exhibitors who received assigned space and equipment in a dedicated fair building, Griffin Hall.

Results: Exceeded expectations. The public enthusiastically supported the fair as was evidenced by the heavy attendance on both days and the excellent sales reported by most of the exhibitors. It became apparent, however, that congestion became a problem due to both limited space and the large number of exhibitors who occupied the available space.

Kind of additional information available: See post-survey results as reported by exhibitors.

For further information, contact: Mrs. Jo Horvath, Office of Mini-Course Programs, telephone: (804) 825-2939.

THOMAS NELSON COMMUNITY COLLEGE
Division of Continuing Education

Christmas Crafts Fair

ATTENTION PENINSULA CHRISTMAS SHOPPERS

THOMAS NELSON COMMUNITY COLLEGE

DIVISION OF CONTINUING EDUCATION

WILL BE SPONSORING A

CHRISTMAS CRAFTS FAIR

WHAT A WONDERFUL OPPORTUNITY TO TAKE ADVANTAGE
OF THE GREAT SELECTION TO PURCHASE AN UNUSUAL GIFT
"HANDCRAFTED"—AND MOST TIMES ONE OF A KIND.

DON'T MISS THIS EXCITING CRAFT FAIR
THAT WILL BE HELD ON THE
THOMAS NELSON COMMUNITY COLLEGE CAMPUS
GRIFFIN HALL
SATURDAY AND SUNDAY
NOVEMBER 24 - 25
10 a.m.- 5 p.m.
FOR FURTHER INFORMATION CALL
825-2935/825-2954

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THOMAS NELSON COMMUNITY COLLEGE P.O. Box 9407 Hampton, Virginia 23670

Phone (804) 825-2700

Virginia Community College System

SENIOR CITIZENS HOBBY FAIR

AND

SENIOR CITIZENS ORGANIZATIONS

What was done and how: In line with its active involvement in community services, TNCC annually sponsors a Senior Citizens Hobby Fair in one of the local shopping malls because it recognizes that many senior citizens have hobbies and that they require advice and assistance to realize economic benefits from such hobbies. As the action office, the Office of Mini-Course Programs obtains the hobby fair site, assists and advises in the planning and organizing of the fair, and provides administrative and clerical support. As a logical extension of this service, the Office of Mini-Course Programs also provides advice and administrative and clerical support to the Peninsula Federation of Senior Citizens, many of whose members participate in the Senior Citizens Hobby Fair and in the Retired Senior Volunteer Program.

Results: The annual fair has always been gratifying to both the senior citizens and the community. Many activities requiring help benefited from the voluntary services contributed by senior citizens.

Kind of additional information available: See after-action reports.

For additional information, contact: Mrs. Jo Horvath, Office of Mini-Course Programs, telephone: (804) 825-2939.

Serving Hampton, Newport News, Poquoson, Williamsburg, James City County, and York County

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THOMAS NELSON COMMUNITY COLLEGE P.O. Box 9407 Hampton, Virginia 23670

Phone (804) 825-2700

Virginia Community College System

LAWS EVERYONE SHOULD KNOW

What was done and how: During the past few years, TNCC saw a need for dissemination of laws everyone should know and arranged a series of free lectures for the public by lawyers in the community who donated their time and services.

Results: Public response through attendance confirmed the need for these lectures. Participating lawyers indicated likewise.

Additional information available: Description of lecture contents in published schedule.

For further information, contact: Mrs. Jo Horvath, Office of Mini-Course Programs, telephone: (804) 825-2939.

Serving Hampton, Newport News, Poquoson, Williamsburg, James City County, and York County

THOMAS NELSON COMMUNITY COLLEGE P.O. Box 9407 Hampton, Virginia 23670

Phone (804) 825-2700

Virginia Community College System

Transfer Guide for
Thomas Nelson Community College
Students
1984 - 1985

This project was developed and implemented to enhance academic advising efforts by counselors and advisors. The purpose of this endeavor was twofold - One purpose was to provide current, accurate and timely information concerning course transferability for use in advising. An additional purpose was to compile this information into an easily accessible and retrievable format to facilitate use by counselors, faculty, and students. Articulation agreements developed with local colleges were also infused into the data base to provide a comprehensive guide for users.

The guide is updated and maintained by Mrs. E. G. Lindsey, Assistant Professor, Professional Counselor of the Thomas Nelson Community College Counseling Center.

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THOMAS NELSON COMMUNITY COLLEGE P.O. Box 9407 Hampton, Virginia 23670

Phone (804) 825-2700

Virginia Community College System

Career Information Day

In support of career education and career planning the Office of Career Planning and Placement (OCPP) plans and conducts an annual Career Information Day (CID) on-campus. CID provides an opportunity for students and employers to interact and exchange information on an informal basis. The purposes of the interaction are many. Students who are unsure of career direction can use CID as a resource for informational interviewing to learn more about careers, necessary training and labor market trends. While the activity is not billed as a job fair, students who are looking for employment can inquire as to current labor market needs.

Faculty and employers also benefit from CID. Faculty can use CID to meet with employers and discuss programs and employer needs. CID can also be utilized as a way to infuse career education activities into the classroom. Career papers can be assigned with CID highlighted as the method of obtaining information. Employers can benefit from CID by providing students relevant career information which in turn can be used by students in making relevant career decisions. Future job applicants who are goal directed in terms of knowing both their own and the employer's needs are highly sought by employers. If employers have positions to be filled, CID also provides a forum to interact with possible applicants.

Last year CID attracted over five-hundred students. Approximately thirty-five employers were in attendance. Given the student response and evaluations received from employers the day proved beneficial and certainly worth the effort. If you desire additional information please contact Mr. Douglas C. Gallaer, Assistant Professor, Director, Office of Career Planning and Placement, Thomas Nelson Community College (804) 825-2857.

THOMAS NELSON COMMUNITY COLLEGE P.O. Box 9407 Hampton, Virginia 23670
Phone (804) 825-2700
Virginia Community College System

Graduate Outcome Files

The Office of Career Planning and Placement at Thomas Nelson Community College has developed a microcomputer-based Graduate Outcomes file. This file combines graduate employment information for each curriculum with labor market projections and resources for career information. The data was developed from a variety of resources to include the Office of Institutional Research, Occupational Outlook Handbook and Virginia VIEW. This resource has a variety of applications for both students and faculty.

Student Applications: a.) Career Planning/Information - Students can access information concerning occupational titles, places of employment, salaries, number of students employed and where to look for additional information. The information is relevant in conducting career research/exploration.

b.) Job Search - This file can be used as a resource in developing a targeted list of employers who have hired former graduates in curriculum areas. Individuals can obtain a printed list in order to develop possible job leads. As an additional service, employers are cross referenced to available employer files maintained in the Career Resource and Assessment Center at TNCC.

Faculty Applications: a.) Program Review/Planning - Faculty can access the Graduate Outcomes file for information concerning employment outcomes, occupational titles, etc. This information can be utilized in planning and program review activities.

The Graduate Outcomes file represents a unique application of the microcomputer in providing relevant information/services to students. The file is easily accessed and is "user friendly." The file is updated on a yearly basis by OCPP staff. For further information contact Mr. Douglas C. Gallaer, Assistant Professor, Director, Office of Career Planning and Placement, Thomas Nelson Community College (804) 825-2857.

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THOMAS NELSON COMMUNITY COLLEGE P.O. Box 9407 Hampton, Virginia 23670

Virginia Community College System

KURZWEIL READING MACHINE

In 1982, Thomas Nelson Community College responded to an RFP from the Xerox Corporation. This RFP was for a possible donation by Xerox Corporation of a Kurzweil Reading Machine. This piece of equipment (valued at $29,000.00) allows the visually impaired and blind student to have directly read to them any printed or typed text. It allows the student complete freedom in that, once trained to operate this computerized opti-scan unit, the student can "read" most anything by themselves that their sighted peers can.

To date, 15 students have been trained to use the Kurzweil Reading Machine and have found it to be extremely helpful. In addition, non-student community members have expressed interest in its use and plans are being formulated to serve them. It is housed in the library where it has the greatest amount of use.

For further information please contact:

Thomas C. Kellen
Counselor
Disabled Student Services
Thomas Nelson Community College
P.O. Box 9407
Hampton, Va. 23670

SCATS #564-2827

TCK/rbw

Serving Hampton, Newport News, Poquoson, Williamsburg, James City County, and York County

TNCC 15

THOMAS NELSON COMMUNITY COLLEGE P.O. Box 9407 Hampton, Virginia 23670

Th. Nelson Jr.

Virginia Community College System

HIGH SCHOOL ARTICULATION CONFERENCE

Thomas Nelson Community College now holds annually a High School Articulation Conference which is designed to improve communication between the area public and private school systems in the college's service area and the college itself. It is also designed to articulate the college's programs and to brief the school officials on new programs of the college.

The conference was an outgrowth of bringing high school counseling/guidance personnel together to share information. In its current status; superintendents, principals, guidance directors, counselors and department heads are invited and attend. The most recent conference in October, 1984, had approximately 100 people in attendance and focused on recruiting high achievers and minority students, as well as improving articulation efforts between institutions.

The format of the conference is a half-day session usually with a key-note speaker or panel discussion. The past year used a panel of local high school graduates, who graduated from TNCC and then completed a four-year degree. Following the key-note activity are two presentations by Student Services and Instruction. The presenters rotate to the participants location as they have been separated into two groups. A third group has also been formed which consists of the superintendents and central office staff, who meet with the college president and deans. The purpose of this meeting is to discuss mutual concerns and ways to resolve them.

Upon completion of the presentations and discussions a luncheon is served which is the final event. Summary comments are provided at this time by the college president and coordinator of counseling. We have found this conference to be a very effective way to promote the programs of the institutions and to work together in resolving linkage or articulation problems with the local school systems.

For further information contact:

Dr. Howard T. Taylor
Coordinator of Counseling
Thomas Nelson Community College
P.O. Box 9407
Hampton, Va. 23670

SCATS #564-2827

HTT/rbw

TNCC 16

THOMAS NELSON COMMUNITY COLLEGE P.O. Box 9407 Hampton, Virginia 23670

Virginia Community College System

A HOLISTIC APPROACH TO CAREER DEVELOPMENT AND LIFESTYLE PLANNING FOR DISPLACED HOMEMAKERS

THOMAS NELSON COMMUNITY COLLEGE

Counselors at Thomas Nelson Community College in Hampton, Virginia, received a Virginia Vocational Guidance Project Grant in 1984 to implement a career planning program for displaced homemakers in the Spring of 1985.

The objectives of the project are as follows:

1. To develop competencies, instructional strategies, performance objectives and instructional materials for a career-decision making/lifestyle planning seminar series based upon the special needs of displaced homemakers.

2. To prepare field test versions of:

   a. A career decision making/lifestyle planning participants manual and a seminar facilitators guide.

   b. Complimentary audio-visual and computer software instructional materials.

   These materials will be field tested in a seminar in a community college setting. Local experts on displaced homemaker will review the seminar series, audio-visual and computer software and instructional materials.

3. To prepare camera-ready for the final participant and facilitator manuals, revised according to field test outcomes, and print one thousand copies of each.

4. To provide, in cooperation with the Peninsula Displaced Homemakers Task Force, four area conferences on the implementation of the programs. Facilitator guides and instructional materials for college educators and helping professionals will also be prepared.

Current progress on the project includes work on the competencies, instructional strategies, performance objectives and instructional materials for a career-decision making/lifestyle planning seminar series which are being developed. The materials are also being field tested and revised through a seminar currently in progress at TNCC. Local experts on displaced homemakers will review the seminar series, audio-visual and computer software and instructional materials. One thousand copies of the participant and facilitator manuals will be printed. The project will cooperate with the Penninsula Displaced Homemakers Task Force in providing four area conferences on the implementation of the programs, guides, and instructional materials for college educators and helping professions.

The project addresses the pressing need for career decision making and lifestyle planning services for the growing number of displaced homemakers on the Virginia Peninsula. There are no such services in existence at this time. Traditional career development programs do not address the special needs of the displaced homemakers. This project will involve and examination of the career development needs of the displaced homemaker.

The following materials and presentations will be avaailable at the conclusion of the project:

1. Participant and facilitator guides to assist in the implementation of career development/lifestyle planning seminars for displaced homemakers.
2. A bibliography of currently available audio-visual and computer software.
3. Original audio-visual and computer software.
4. A curriculum for a career-decision-making/lifestyle planning seminar series.
5. In-service sessions on implementing the series.

Contact persons for the project are:

Dr. Pamela Dorman Turner
Counselor
Thomas Nelson Community College
P. O. Box 9407
Briarfield Station
Hampton, VA 23670
(804) 825-2827, 2828
SCATS 564-2827, 2828

Mrs. Dorrine M. Douglass
Counselor
Thomas Nelson Community College
P. O. Box 9407
Briarfield Station
Hampton, VA 23670
(804) 825-2827, 2828
SCATS 564-2827, 2828

PDT/mkm

TNCC 17

THOMAS NELSON COMMUNITY COLLEGE P.O. Box 9407 Hampton, Virginia 23670

Virginia Community College System

COUNSELING CENTER ACCOUNTABILITY

Counseling Centers, by their diverse missions in student development and student support often have difficulty in providing sufficient evidence of performance. This is particularly true in many of secondary roles assigned to counselors and to those actions which support other areas of the college.

The quality of counseling services can usually be measured by student evaluations. The quantity of services, usually the critical, objective measure, is at best a time consuming process. In an attempt to obtain accurate performance data with a minimum investment of time, the Counseling Center at Thomas Nelson Community College has formulated an Accountability Model which is maintained on a micro-computer.

The model contains four parts:

1. Counseling Center Community Support Report
2. Counselor's Monthly Activities Report
3. Test Administration Report
4. Student Visitation Report

The first three sets of data use carbonized forms on which data is simply circled or checked. Part 1 forms are used as specific events occur, while Part 2 & 3 are turned in monthly by the staff. Part 4 is summarized monthly from daily statistics concerning student appointments and visits.

Generated by the micro-computer from this data are five quarterly reports:

1. Counseling Center Service Support
2. Counseling Center Presentations
3. High School Visits
4. Off-Campus Center (Military Bases) Counseling Support
5. Off-Campus Registration Support

These reports are used to monitor Counseling Center Performance Objectives and to support institutional goals and objectives. The annual report requirement is simply another computer run of all four quarters of data accompanied by the Counseling Center accomplishments for the year. The process provides a tangible assessment of a multi-dimensional Counseling Center. It offers minimal record keeping and maximum use of the micro-computer. The system is easy to use and is an efficient management tool.

For further information contact Dr. Howard T. Taylor, Coordinator of Counseling, Thomas Nelson Community College, P.O. Box 9407, Hampton, Va. 23670. The SCATS number is 564-2827.

Serving Hampton, Newport News, Poquoson, Williamsburg, James City County, and York County

TNCC 18

THOMAS NELSON COMMUNITY COLLEGE P.O. Box 9407 Hampton, Virginia 23670

Virginia Community College System

DISABLED STUDENT DATA BASE

The creation of a data base for information on disabled students at Thomas Nelson Community College was created to collect and tabulate the following type of information:

1. Type of disability
2. Demographic data (sex & race)
3. Credits attempted and completed (from quarter to quarter and the whole year)
4. Grade point average (from quarter to quarter and the whole year)
5. Curriculum
6. Academic placement

The information is initially collected through the use of a questionnaire attached to the admissions form. It asks for the voluntary disclosure of a disability. Upon receipt of that information in the Counseling Center, the disabled applicant is sent a letter and pamphlet outlining services and how to access them. The information on the student is then recorded on a "floppy disc" for storage and later to use with the Apple II micro-computer. This resultant information is used for the following purposes:

1. Planning for disabled student services
2. Ttacking the academic progress of this population

For further information please contact:

Thomas C. Kellen
Counselor
Disabled Student Services
Thomas Nelson Community College
P.O. Box 9407
Hampton, Virginia 23670

SCATS #564-2827

TCK/rbw

Serving Hampton, Newport News, Poquoson, Williamsburg, James City County, and York County

TIDEWATER COMMUNITY COLLEGE
STATE ROUTE 135
(804) 484-2121

DISTRICT OFFICE
PORTSMOUTH, VIRGINIA
23703

Honors Curriculum

The Honors Curriculum at the Frederick Campus of Tidewater Community College is a two-year program leading to an associate in arts or associate in science degree. It is not a degree curriculum as such but allows students who are pursuing an associate degree to take their general education courses with other students who are striving for excellence.

We attempt to provide students with a world view on issues, an interdisciplinary approach in instruction, and an enriched course content through the use of extracurricular activities, seminars, films, guest lectures, and field trips.

We seek to meet these goals through homogeneous grouping of honors students in special class sections and by limiting these classes to discussion-size groups. When enrollment is insufficient to justify separate sections, we designate sections into which honors students may go and receive credit by completing extra, enriching activities. The faculty members for honors sections are selected for their commitment and their reputation as interesting and challenging teachers.

Three courses were offered on our campus for the first time when we began the honors program: World Literature, History of Civilization, and Interdisciplinary Principles of the Humanities. These courses provide the degree students with a literature and history requirement and a humanities elective. Moreover, they provide a broader scope for the more ambitious students.

Eligibility is determined by test scores on reading, writing, and mathematics placement examinations; interviews; and previous academic record. Students may enroll on a part-time basis (a minimum of six hours in the Honors Curriculum) or on a full-time basis (a minimum of twelve hours in the program). Honors courses are so designated on the transcripts, and a small quarterly scholarship is awarded to the student with the highest GPA.

The program was established by the Humanities and Social Sciences Division in September 1979 to challenge both bright and highly motivated students. While the honors courses may not differ in the basic goals and objectives from those taken by any other students, we group bright students together to increase intellectual interaction. We believe that this is especially important in a community college where opportunities for such interaction are limited.

Ramona H. Mapp
Division Chairman
Humanities and Social Sciences

CHESAPEAKE NORFOLK PORTSMOUTH VIRGINIA BEACH

TIDEWATER COMMUNITY COLLEGE
STATE ROUTE 135
(804) 484-2121

DISTRICT OFFICE
PORTSMOUTH, VIRGINIA
23703

Uses for a Week-end Seminar Format

Tidewater Community College lists in its catalogue two courses which often have specific appeal for employed people who work at varying job schedules. These two, Sociology 266, Death and Society; and Human Services 201, Gerontology I, are often felt to be valuable to such varied people as nurses, police officers, the clergy, social work students and laymen who have some personal interest in one or both of these areas. When these classes are scheduled during the usual morning, afternoon or evening hours, inevitably many will find it impossible to attend.

In addition, since one of the primary purposes of a class is attitudinal change, a fifty or seventy-five minute class or even a three-hour evening session is often too short. As attitudes begin to be openly expressed and ideas to be questioned, it is time for the class period to end and the work must be redone at the beginning of most, if not all, of the subsequent class meetings.

A weekend workshop format resolves both of these problems. Many students can arrange their schedules to allow for two Friday evenings and two Saturdays of class attendance. The concentrated format of fifteen class hours on one weekend, followed by two weeks to complete assignments, followed by another fifteen class hours concentrated on Friday and Saturday allows the group process to develop and in-depth exploration of ideas, values, and attitudes to occur.

These workshops demand a great deal of preparation. A schedule must be developed that will cover the material, involve the students in their own learning, vary the pace, and keep students who have already coped with a full day on the job alert and interested. This schedule, together with assignments for the entire seminar, must be mailed to students several weeks before the workshop begins so that they will have had time to begin their reading and come prepared to participate in discusssion.

An informal group-oriented setting seems to work best. As soon as the students register, I send them a packet of materials which includes the schedule, the title of the textbook and where and when it may be purchased, any hand-outs to be read before the meeting. This packet also includes a letter advising them that we will work without a break on both Friday and Saturday, that coffee and tea will be provided, that snacks to share may be brought, that each must bring his own brown bag lunch on Saturday, and that informal dress is appropriate in case they wish to spend some of the group time outdoors on Saturday.

The amount of material presented in many classes, for example Sociology 101, is so great that it and the reading it involves could not be accommodated in this format. But where attitudinal shifts and the examination of values and ideas are most important, this approach has something to contribute. It allows for time to consider an idea deeply. It facilitates student involvement in the learning process. It makes it possible for a variety of non-traditional students to participate in the same class experience.

Evaluations have been excellent. Students seek other classes in the same format and recommend the seminars to others. And most importantly, they report back after months and even years that the learning from these workshops has remained with them.

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Things Fall Apart, by Chinua Achebe. The adaptation of a novel to teaching a unit on culture in an introductory sociology class.

The usual textbook unit on culture introduces a number of technical anthropological terms--norms, values, mores, beliefs, technology--and proceeds to give many fascinating, but unrelated, examples of the defined terms. Students complete such a unit, reporting that they enjoyed it, but could not understand how the pieces fit together to form that unified whole sociologists call a "society."

For many years, a series of anthropological pamphlets (or slim paperbacks) has existed; each describes a particular society and tells of the investigation anthropologists have made into it. Unfortunately these, which would otherwise be ideal materials, are written at such a level of sophistication as to be inaccessible to first-quarter college students who have almost no background in social science. Further, most materials of this nature tend to be impersonal and to stress what is peculiar and exotic about the societies in question.

After examining many materials and rejecting them as unsuitable, we have discovered one solution to the problem. Students who study Sociology 101 at the Frederick Campus now complete the textbook chapter on culture and then read the modern African novel Things Fall Apart by Nigerian author Chinua Achebe. The first two-thirds of the book chronicles the story of a fearless Ibo tribesman and his rise to a position of power within his society. The final third of the book chronicles the destruction of the society by the British, who are in the process of extending their holdings in tropical West Africa.

This novel-as-text fulfills several objectives:

1. It gives a picture of an entire society that embodies the various elements students have learned to seek out in a viable society. (Achebe's novel is particularly excellent in this regard in that it stresses that the society has functioned well for hundreds, perhaps thousands, of years.)

2. With its exciting story line, it is readable and interesting to students.

3. With fewer than two hundred pages, students can read it often in a single evening.

4. The characters are beautifully drawn, three-dimensional individuals with many of the same concerns students themselves have experienced. Possibly because the author descends from people he describes, he makes no attempt to portray them either as noble savages or vicious barbarians.

5. The society described, like the United States, emphasizes individual achievement rather than ascribed status as the path to recognition and success.

6. The description of the brutal British invasion allows classes to consider what factors cause a society to be fragile and to examine the personal suffering that forced change causes.

Students report that, more than any charts or tables of statistics, the novel leaves an indelible impression on them that forces them to question the notion that change is invariably progress.

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Revision Practices in English 111, 112 and 113

In English 111-112-113, students are expected to produce specified types of papers on specified topics, often after examining specified published models. What is more difficult to specify is how a writer gets to the final product. Virtually all of the writing process, the false starts and digressions, the brainstorming and polishing, are masked by the effortless grace of the published model. Overemphasis on product suggests to students that process is the black box of writing circuitry; its importance is matched only by its incomprehensibility.

Failure to explore the how of writing forces students to map their own strategies, often with frustrating consequences. It is fair to say that most students see revision as nothing more than the "tidying up" of a graded paper. Most adept writers, on the other hand, use revision as a powerful tool for articulating patterns in thought, for making successive approximations of meaning until the writing accords with the intent.

Writing instruction which fails to model realistic processes of writing, including revision, robs students of powerful composing strategies. Revision can be a powerful part of the writing process rather than an after-the-fact cosmetic makeover.

I suggest the importance of process in writing, trying to show the struggle that prcedes the grace of the published model. For accounts of the varied and sometimes idiosyncratic composition strategies of professionals, I use the Paris Review Series, a collection of interviews with prominent writers. I have accounts from Hemingway, Faulkner, Sartre, and others who talk about the struggle of writing, how they get ideas, how they go about changing a piece of writing, where their most famous works began and changed form. As I begin to focus on revision, I include author's accounts of revision strategies. Students are fascinated by the personal accounts which mirror the struggles they themselves are having. I frequently assign the Paris Review Series interviews as oral reports to be given by students in class.

I require students to keep an informal journal about their writing practices. Inevitably, students begin to notice strategies which parallel or counter the strategies of professional writers. When I feel that students have a sense for the importance of process in general and revision in particular, I require a fine-grained examination of revisions made by another writer. On subsequent student papers I require that all drafts be handed in, and I do a penultimate reading--a reading before the final grade is assigned.

My evaluation is informal and holistic. I notice the changes that occur through the ten weeks of class, the improvement of papers; a product change is important. I generally find papers that are more

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developed and better organized. Just as important is the change in attitude, a process change. I generally find that students are more relaxed, fluent, and willing to take risks in their writing. I find a greater variety of strategies. I see a greater willingness to approximate meaning in early drafts and hone meaning in final drafts. In short, I see students writing more like real writers.

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Coordination of a Community Organization's Educational Workshops with Those of an Established College Curriculum

The Tidewater Child Care Association (TCCA), a non-profit organization, sponsors monthly workshops to expose providers to new trends and issues in early childhood education. The majority of the service population has no special training, many holding only a high school diploma or its equivalent.

The quality of the TCCA workshops has been consistently high. Recognized professionals in the areas of child development, child psychology, infant care, pediatrics and pediatric nursing, social and community services have served as instructors. Because of the quality and range of these workshops, in 1976 the Frederick Campus began awarding continuing education units (CEU's) to those who attended any one of the nine given each year.

After several years of these workshops, Frederick Campus and TCCA realized that they held several objectives in common:

1. To offer incentives for day care and home care providers to continue attending the workshops.
2. To establish cohesive cooperation between the community and the community college.
3. To introduce a normally non-college oriented population to the long-range benefits of entering an established education curriculum.

As a result, the campus decided to incorporate the nine workshops ordinarily presented by the TCCA during a year with a single college course number Education 120, Introduction to Early Childhood Education, and to offer three college credits to those who successfully completed the workshop series.

After the TCCA membership was surveyed and 83% reported strong interest in receiving college credit for workshop participation, the campus early childhood instructor and the executive director of TCCA met to choose topics for the 1983-84 workshop series. Nine Saturday workshops were planned from September through June with December omitted. Participants registered in the fall of 19[illegible] for Education 199 and attended three consecutive workshops during the quarter, completing assignments each month. After completing these, students were awarded one college credit. If they continued through the winter and spring quarters, registering for Education 199, attending three workshops each quarter and completing all assignments with an A, B, or C grade, they were then awarded three college credits. Education 120 in the Early Childhood curriculum was then waived in favor of the three credits in Education 199.

Of the twenty-seven students who registered for the first quarter in 1983, fourteen completed the three-credit series. Of these, eight have attended other classes on campus during the 1984-85 year. These eight students experienced success at the college level and have committed themselves to further education. They also served as role models, both personally and professionally, for other child care workers.

For the 1984-85 academic year, workshops are geared to the completion of Education 127, Problem-Solving in Early Childhood Education. All three of Tidewater Community College's campuses are now involved and enrollment has been substantially increased.

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"Mommy and Me"
A Teaching Technique for Education 290
Coordinated Internship in Education

Among the problems facing all faculty developing early childhood education programs, two are critical: how to provide opportunities for students to plan, write and implement specific preschool programs and how to provide opportunities for parents to observe and learn effective parenting methods in a group which provides sound educational support. The first of these problems, at least, also faces faculty in any program which demands practical, on-the-job experience. Traditionally, in the early childhood program at the Frederick Campus, students who are qualified to complete the internship course have spent forty volunteer hours in a day care center. This, however, addresses only part of the first problem and none of the second.

At the Frederick Campus, "Mommy and Me" has provided a workable solution to both. Parents and their preschool children, ages 18 months to 4 years, are invited to register for the five-week program which meets on Tuesday mornings from 9:00 to 11:30. Five volunteers from among the students registered for Education 290, Coordinated Internship, choose a theme and plan and carry out a five-week preschool for the children in a large classroom. In a smaller adjacent classroom, the instructor conducts a seminar on child rearing practices and problems for the parents. The parents also participate, for about a half hour each session, in the children's activities. This teaches them new activities and models behaviors appropriate for children. Parents receive one college credit in Education 199, and the early childhood education students receive three credits in Education 290.

From the five students volunteering for this project, the one with the most educational background and/or maturity is selected by the instructor to be the director of the preschool. Three other students are chosen by the director to be teachers and the student with the least experience is the classroom aide.

The "Mommy and Me" program has four goals:

1. To provide early childhood education students an opportunity to plan, write, and implement a preschool program.
2. To introduce parents to current parenting trends and issues.
3. To provide parents of young children an educational support group.
4. To provide an interesting education program for children of participating parents.

Evaluation of the project indicates that these goals were met. Education students indicate that they are impressed by the amount of planning time and preparation it takes for a three-hour teaching session and the valuable experience it provides for later employment. They also say the gained valuable interpersonal skills as they disagreed and compromised on topics, children, room arrangement, job duties, etc. Evaluations from parents have been positive and several have returned for a second session, bringing friends with them. Several became good friends, forming on-going informal support groups.

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LITERACY COMMITTEE

Complaints from business and industry leaders about the weak reading and writing skills of college graduates reflect poorly on the institutions that train those graduates. Thus, the Virginia Beach Campus of Tidewater Community College has augmented its efforts to ensure the literacy of its graduates by including an ad hoc Literacy Committee in its governance system structure for 1984-85.

The campus's Writing Center serves as the center for the Literacy Committee since the Writing Center already reflects the campus's commitment to improving composition skills across the curriculum. The committee consists of one member of each of the academic divisions, one representative from counseling, one division chairman, the Writing Center director, and the English program head.

The major activities of the Literacy Committee are as follows:

1. To encourage faculty members to incorporate writing in each discipline.
2. To provide faculty members with suggestions for and training in techniques for increasing literacy among students.
3. To provide faculty members with assistance in planning assignments and instruction that would sharpen reasoning and literacy skills.
4. To publicize the demands of transfer institutions and businesses for literacy in graduates.
5. To provide students with support for their personal efforts to improve writing and reading skills.
6. To emphasize a college commitment to literacy through statements in the catalog, articles in the student newspaper, and posters on campus.

As of Fall 1984, the Virginia Beach Campus of Tidewater Community College was the only VCCS campus with such a committee. Literacy Committee Chairman: Ms. Donna Friedman, director, Writing Center/Grammar Hotline: 804/427-7170

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INTERDISCIPLINARY COURSE

There is a growing trend nationally to integrate the liberal arts and the occupational/technical/professional arts, accepting both the sciences and the humanities as part of the creative human enterprise in rejecting dogmatic adherence to technique and technological advancement. In response to this trend, and through a campus-wide interdisciplinary faculty committee, and Virginia Beach Campus of Tidewater Community College developed a new course entitled "Technology and the Liberal Arts" (HUMN 126).

The overall purpose of the course is to give occupational/technical students a more global understanding of technology through the liberal arts. The course focuses on both the theory and practice of technology, drawing from a variety of liberal arts discipline.

The general goals of the course are as follows:

1. To introduce the student to selected disciplines within the humanities and social sciences.

2. To cultivate the student's awareness of technology's place in the larger cultural order.

3. To illustrate the inter-relationship between the viewpoints of the liberal arts disciplines and technology.

In short, upon completion of the course, occupational/technical students should have a better understanding of the technogical world in which they live and work.

The course is conducted via the following procedure: Each week a visiting professor from one of the academic disciplines of the humanities or social sciences divisions conducts a two-day seminar on a particular issue or topic related to that discipline and technology. These seminars involve some lectures, student/faculty discussions, and a variety of activities designed by the visiting faculty member. One faculty member--from either a liberal arts or technical discipline--serves as "instructor of record"; as such, he/she attends all sessions and assumes responsibility for the testing and final evaluation of the students.
Adminstrator: Dr. Debbie DiCroce, chairman - Division of Humanities.
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TELECOURSE PROJECT

The Virginia Beach Campus of Tidewater Community College began a broad range of telecourse offerings in the fall of 1981. By Winter Quarter 1985, 2,487 students had taken these special credit courses. Enrollments are still growing in telecourses as evidenced by the comparison of Winter Quarter 1984 in which 164 students were enrolled in six courses and Winter Quarter 1985 in which 316 students were enrolled in eleven courses. The Winter Quarter 1985 courses are representative of the telecourse offerings. They include Piloting, Business, Personal Finance, Data Processing, Job Seeking Skills, American Constitutional Government, U. S. History, Western Culture, Marketing, Applied Psychology, and Child Growth and Development. Telecourse Administrator: Mr. John Zwick, director-Learning Resources Center.

In addition to offering pre-packaged telecourses, the Learning Resources Center has also produced a few original telecourses. These include the following:

1. A ten-part telecourse with student manual on job-seeking skills. The course has been very successful in enrolling students and is used by Cooperative Education to impart information to the student seeking guidance on how to go about finding a job.
2. An eight-part telecourse with student manual on portfolio development. This course is also used by Cooperative Education to assist students in assessing prior learning experiences for possible college credit.
3. A sixteen-part telecourse on study skills. This course is soon to be used by the counselors in their orientation of students to college-level course work.

Producer/Director: Dr. Jerry Holt, coordinator - Audiovisual Servics.
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TELEVISION PROGRAMS

Under the auspices of the Learning Resources Center, the Virginia Beach Campus of Tidewater Community College has been involved in the production of two original television series and a number of thirty- and sixty-second television public service announcements. The television series are as follows:

1. Thirty half-hour television programs on aging. These were shown over cable television. The programs cover a variety of topics useful to senior citizens to assist them in leading productive lives.

2. One twenty-part series on consumer education. This series was produced in cooperation with Cox Cable Television. It provides useful information to the general public on such topics as wise purchasing, contracts, wills, insurance, fraud, banking, and consumer laws.

The public service announcements are used on local cable television stations. They are designed to convey information about registration procedures and student services of the college. Producer/Director: Dr. Jerry Holt, coordinator - Audiovisual Services. 804/427-7167

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GIFTED STUDENTS SCIENCE ENRICHMENT PROGRAM

Since 1976 and under the auspices of the Division of Natural Sciences, Mathematics, and Allied Health Technologies, the Virginia Beach Campus of Tidewater Community College has offered a series of science related activities for gifted students in the city of Virginia Beach Public School system. The purpose of this program is to offer some related college activities to these students to broaden and enrich their educational abilities. For Winter Quarter 1985, for example, the campus offered eleven areas of student interest. The program is divided into five different tracks. Each track has six different subject area activities. Each subject involves two or four weeks of activities for a total of twelve weeks in each track.

The subject area activities include Allied Health, Biology, Chemistry, Drafting, Electronics, Mathematics, Physics, Computer Science, and Geology. (The last two are new for 1985.) Students who sign up for a track that includes Allied Health are involved with two of three possible programs--Physical Therapy, Radiologic Technology, and Respiratory Therapy.

Tracks A, B, and C have been designated for seventh graders and Tracks D and E for eighth graders. Each track consists of the activities listed below.

Track A

Chemistry
Geology
Allied Health
Biology
Physics

Track B

Allied Health
Biology
Physics
Drafting
Electronics

Track C

Biology
Physics
Drafting
Electronics
Computer Science
Mathematics

Track D

Drafting
Electronics
Computer Science
Mathematics
Chemistry
Geology

Track E

Computer Science
Mathematics
Chemistry
Geology
Allied Health

The program has enjoyed considerable success over the past nine years. Currently, there are 120 students enrolled. Administrator: Mr. Hans Wachtmeister, chairman - Division of Natural Sciences, Mathematics, and Allied Health Technologies. 804/427-7261

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GRAMMAR HOTLINE

Tidewater Community College's Grammar Hotline serves the business/industry community as well as the general public. From June 1983 to June 1984, this telephone service reached some 2,100 members of the Greater Hampton Roads and elsewhere, averaging forty-four calls per week. Callers were classed into five general categories--business/industry, student, education, writer/editor, and other/unknown. Approximately fifty-five percent of the callers fell into the business/industry category, with the remaining forty-five percent of the callers fairly evenly distributed among the other four categories.

In addition, a *Grammar Hotline Directory* and a *Practical Punctuation Guide*--both publications of the Writing Center--were mailed to some 1,700 persons who requested copies during 1983-84.

The Grammar Hotline and its two related publications regularly receive national attention, with items appearing in numerous newspapers, magazines, and newsletters. Radio spots in places as far away as Canada are also commonplace. Last summer, for example, there was an article on grammar hotlines in *Amtrak Express*, August 1984, referencing Tidewater Community College's Grammar Hotline as one of eighteen hotlines in the United States and the only Grammar Hotline operated out of a community college. Indeed, Tidewater Community College's Grammar Hotline is one of the first hotlines established in the United States. It fielded its first call on October 1, 1980. To date, over 10,000 individuals have sought and received help with the English language's grammar, usage, and style. Writing Center/Grammar Hotline Director: Ms. Donna Friedman, Virginia Beach Campus. 804/427-7170

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ESL BOOKLET

To meet more directly the unique needs of its international population, the Virginia Beach Campus of Tidewater Community College has prepared a booklet on the college's English as a Second Language (ESL) offerings written specifically for a non-native English speaking audience. The general information about the college's ESL offerings has been translated into twenty languages so that those whose native languages are not English may read about the offerings in their own language. The twenty languages speak to the diversity of this particular segment of the college community. They are Arabic, Chinese, Dutch, English, Farsi, French, German, Greek, Indian (dialect: Mayalam), Italian, Japanese, Korean, Malaysian, Polish, Portugese, Russian, Spanish, Swedish, Tagalog, and Vietnamese. The intent of this booklet is to ensure that any reader would be provided the opportunity to understand the basic purpose of the ESL offerings, would understand the college's testing and placement procedures, and would be able to read specific course descriptions of the ESL courses. The booklet is entitled ESL at TCC. Compiler: Ms. Anita Cook, assistant professor of English and ESL program head.
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STUDENT RETENTION PLAN

The Virginia Beach Campus of Tidewater Community College has developed a model Student Retention Plan. Believing strongly the conclusions of the literature on retention that an effective retention effort is nine-tenths process, the plan has evolved over the past four years into a dynamic document with involvement at all campus faculty/staff levels. The plan is faculty/staff created, evaluated, revised, and monitored. It is directed by the provost, who acts as the Student Retention Officer, and a faculty/staff Student Retention Committee, which acts as an advisory group to the Student Retention Officer.

The plan is broken down into sub-plans by academic divisional program or by campus office. Each program or office has identified specific goals and objectives with corresponding actions planned, target dates, and prime mover responsibility for each.

The plan is then evaluated via program or office using the particular objectives as a basis for the evaluation. The evaluation is conducted by the particular program retention head. An evaluation form, consisting of two parts, has been developed recently to standardize and facilitate the process. The first part includes a narrative description of each program objective, with appropriate documentation (and statistical support, where relevant). The second part provides for an impact analysis of the objective, addressing perceived effectiveness of the objective, problems encountered with its implementation, and recommendations for next year's plan based on the above.

During each Fall Quarter Faculty Orientation, the Student Retention Committee conducts a retention workshop for the faculty/staff. This past fall's workshop consisted of a panel discussion with returning students and graduates as well as presentations on retention in a national context, retention and TCC demographics, retention at the campus level--past and present--and retention and quality as compatible instructional goals.

In short, the Student Retention Plan at the Virginia Beach Campus of Tidewater Community College has come to reflect a strong commitment to student retention in general and a growing awareness of retention practices as both process and product in particular. Student Retention Officer: Dr. Michael LaBouve, provost. 804/427-7121

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MISCELLANEOUS INSTRUCTIONAL INNOVATION

Writing Center Tutorial Course

The Virginia Beach Campus of Tidewater Community College recently created an individualized tutorial developmental course. The course is conducted through the campus's Writing Center using the ENGL 07, Verbal Expression, designation of the State Curriculum Guide. The course serves two functions: First, it tutors students in developmental studies and transfer credit courses who need intensive or supplemental assistance with their writing skills. Second, it addresses the specialized needs of adult members of the community who are not enrolled in a program at the college but who need to increase their composition skills either for career enhancement or for advanced academic work.

At the first meeting of the ten-week quarter, students write essays for diagnostic purposes. There is no post-test; instead, students submit written work throughout the quarter to demonstrate their progress. Rather than use a textbook, in most instances tutors design assignments that reflect students' program goals, and tutors provide handouts from various sources to guide and reinforce the assignments. Some handouts are borrowed from texts, others designed by tutors to become a permanent part of Writing Center files.

Students receive three hours developmental credit for the ten-week course and meet once a week for thirty-minute tutorial sessions. Normally, students earn a grade of S to indicate satisfactory progress toward their objectives. Tutors do not impose a time limit for these students to achieve their goals because of the flexible and individualized nature of the course. Thus, students qualify for the grade of S if they have missed no more than one of the ten sessions and if they have satisfactorily completed their assignments.

So far there has been no formal evaluation of the course. However, student comments to the instructor and annual anonymous evaluations required in the faculty evaluation process indicate student satisfaction. Tutor/Instuctor: Ms. Donna Friedman, director, Writing Center/Grammar Hotline. 804/427-7170

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UNITED STATES HISTORY COURSE FORMAT

The Virginia Beach Campus of Tidewater Community College presents its United States History course in a format consisting of two large lecture sections (averaging 150 students) per week and small discussion sections of twelve students each per week. The intent of this format is to provide an atmosphere where the students can receive as much of the factual historical information as possible and have the opportunity to analyze/discuss this information from the perspective of today's society. This format has been in effect for five years and has been viewed as successful by both students and faculty. It is presented under the auspices of the division of Social Sciences. Administrator: Dr. John Sbrega, chairman, Division of Social Sciences. 804/427-7208

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RETURN-TO-INDUSTRY

Three faculty members from Tidewater Community College spent the summer of 1984 working on jobs related to their academic disciplines. Even though they worked as employees of the organizations, they were paid by the College.

Aubrey Hartman, a physics instructor at the Frederick Campus, has used his experience with the Naval Air Rework Facility (NARF) to revise and update the NARF/TCC apprentice program.

Debbie Costigan, a human services instructor at the Virginia Beach Campus, has used her experience with the Virginia Beach City Council Long Term Care Coordinating Committee in teaching her gerontology courses. In addition to applying her experiences to her gerontology courses, she has also served as a resource for College employees who face problems with an older adult in their lives.

Roosevelt Harmon, a social work instructor at the Chesapeake Campus, spent his summer with the Community Resource Network, a non-city funded organization that works in conjunction with the Chesapeake Human Resource Center. He has used his practical experiences with the Community Resource Network to blend theory with practice in his classroom.

For additional information, contact Betty S. Hill, chairman - Division of Business, Frederick Campus, Tidewater Community College, Portsmouth, Virginia 23703, telephone: 804-484-2121, ext. 257; or Dr. Robert J. Grymes, Jr., dean of Instructional and Student Services, Tidewater Community College, Portsmouth, Virginia 23703, telephone: 804-484-2121, ext. 280.

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GRANTS-SUPPORTED PROGRAMS

With grants-supported partial funding, the Virginia Beach Campus of Tidewater Community College sponsors programs of cultural and topical interest to the college community and the Tidewater area communities. Programs for 1984-85 have included the following:

1. "Living in the Nuclear Age" Forum Series. October 3 through November 15, 1984. Funded by the Virginia Foundation for the Humanities and Public Policy. The series brought in renowned speakers who addressed economic, historical, religious, literary, and educational aspects of living in a nuclear age. Each forum was presented twice--once on campus during the day and once off campus at a Virginia Beach junior high school during the evening. The series was well received. Attendance averaged 100 individuals per session. The series was presented under the auspices of the division of Social Sciences. Grant Director: Ms. Helena Krohn, associate professor of History. 804/427-7298

2. Senior Citizen Television Series. Funded by the city of Virginia Beach through the Virginia Beach Arts and Humanities Commission. The series consists of five, thirty-minute television programs depicting the involvement of senior citizens in various city programs of art, music, drama, and folklife. The series was produced exclusively by the Learning Resources Center. Grant Director: Dr. Jerry Holt, coordinator - Audiovisual Services. 804/427-7167

3. Special Performance of The Richmond Ballet. March 1, 1985. Partially funded by the Virginia Commission for the Arts and the city of Virginia Beach through the Virginia Beach Arts and Humanities Commission. Under the joint sponsorship of the division of Humanities and the office of Student Activities, the Commonwealth of Virginia's only touring ballet company makes its debut in the Tidewater area. A sell-out is expected. Grant Director: Dr. Debbie DiCroce, chairman - Division of Humanities. 804/427-7183

4. External Professional Development Support. March 6 through March 10, 1985. Through a Technical Assistance Grant from the city of Virginia Beach through the Virginia Beach Arts and Humanities Commission, an English professor who is the campus theatre director will be fifty-percent funded to attend the Southeastern Theatre Conference (SETC) Annual Convention in Tampa, Florida. The college will absorb the expense balance. Grant Director: Dr. Debbie DiCroce, chairman - Division of Humanities. 804/427-7183

5. Business/Industry/Guidance Exchange Programs. July 1, 1984 through June 30, 1985. Funded by the Division of Vocational Education, State Department of Education. With this grant, the Counseling Department is improving vocational guidance and counseling by developing business/industry/guidance exchange programs. Grant Director: Ms. Carolyn Pulley, coordinator - Counseling. 804/427-7214

VIRGINIA HIGHLANDS COMMUNITY COLLEGE

SUMMER YOUTH PROGRAMS

VHCC used a JTPA contract to increase its summer enrollment by 49%. Working closely with area high school principals, counselors, and teachers, the College developed a series of week-long credit bearing courses in computer literacy and career exploration classes for high school students. The academic experiences were supplemented by a week-end field trip to Atlanta where students toured high tech industries.

Contact:

Dr. Jack Garland or
Mr. Henry Green
VHCC
P. O. Box 828
Abingdon, VA 24210
SCATS 676-3336

VIRGINIA HIGHLANDS COMMUNITY COLLEGE

COMPUTER-BASED INSTRUCTION

VHCC received a Title III grant during the academic year 1982-83, which permitted the purchase of additional microcomputer software, sponsorship of faculty development in computer-based education, and purchase of appropriate software. The funding has been continued with the addition of a Coordinator to assist our data processing and computer programming faculty. A number of faculty in the areas of accounting, data processing, government, English, mathematics, chemistry, and drafting received stipends to attend conferences, take courses, prepare course materials, and initiate other activities that upgraded computer literacy and computer-based instructional programs in a number of areas. An English instructor, for example, used the computer to collect bibliographical information; and an instructor of government developed a sophisticated random sampling procedure in testing students in Government 180.

Contact:

Mrs. Debbie Rasnick
VHCC
P. O. Box 828
Abingdon, VA 24210
SCATS 676-3336

VIRGINIA HIGHLANDS COMMUNITY COLLEGE

RECRUITING EFFORTS

VHCC uses a variety of recruiting efforts, including booths or displays at local shopping centers, malls, and fall festivals. Faculty, staff, and administrators participate in these activities. In addition to such efforts, the College also encourages its faculty and staff to participate on area radio and television talk shows. At the present a number of administrators are appearing monthly on an area radio station, promoting college activities and discussing the various offerings.

Contact:

Mr. Neil Murphy
VHCC
P. O. Box 828
Abingdon, VA 24210
SCATS 676-3336

VIRGINIA HIGHLANDS COMMUNITY COLLEGE

MINORITY RECRUITMENT

VHCC has developed a citizens advisory committee for minority admissions. In November, 1984, the Dean of Instruction and Student Services, Dr. Edwin T. Hardison, hosted a dinner for several area black leaders, alumni, employees, and students to seek ways of increasing black enrollment at our College. Out of this banquet came many helpful suggestions, and the participants agreed to serve as an advisory committee on minority admissions.

Contact:

Dr. Edwin T. Hardison
VHCC
P. O. Box 828
Abingdon, VA 24210
SCATS 676-3336

VIRGINIA HIGHLANDS COMMUNITY COLLEGE

RECRUITING TEAM

VHCC uses an aggressive recruiting tool developed ten years ago by Mr. Edward A. Colley, Director of Admissions, called the Recruiting Team. The Recruiting Team employs faculty, staff, and even students in pre-arranged visits with area high school students. The secret lies in the fact that students get to meet faculty members teaching in the areas in which they are interested, and faculty members may discuss their programs with counselors and teachers who have direct knowledge of their students' interest and abilities. Mr. Colley even developed a manual on organizing recruiting activities.

Contact:

Mr. Edward A. Colley
Director of Admissions
VHCC
P. O. Box 828
Abingdon, VA 24210
SCATS 676-3336

VIRGINIA HIGHLANDS COMMUNITY COLLEGE

ALUMNI PICNIC

The VHCC Coordinator of Student and Alumni Affairs, Mr. Charles P. Curcio, schedules many activities to promote and gather information about the College alumni. One of the most successful is a spring alumni picnic to which are invited faculty, staff, and other guests.

Contact:

Mr. Charles P. Curcio
VHCC
P. O. Box 828
Abingdon, VA 24210
SCATS 676-3336

VIRGINIA WESTERN COMMUNITY COLLEGE

3095 Colonial Avenue, S.W., P.O. Box 14065, Roanoke, Virginia 24038, Phone: 703/982-7315

COMMUNITY DEVELOPMENT AND TRAINING

VLSI - Its Impact on Your Career

Virginia Western and the Institute of Electrical and Electronic Engineers, Virginia Mountain Section, brought a live video and two-way audio satellite conference to the Roanoke Valley on October 8, 1984. Using WBRA Public Television's satellite dish as a receiver, Telstar IV transmissions were viewed by 25 professional engineers and more than 100 college students. The focus of the program was "Very Large Systems Integration" (VLSI) on the silicon microchip. Included as presenters were internationally known presenters including two Nobel Prize winners.

Virginia Western was the only receiving institution in the Commonwealth. Plans are underway to form a Roanoke Valley Satellite Consortium to provide this "far out" type of continuing education program for the industrial, business, and health professionals in the College's service area.

Contact person is Dr. Harry C. Nickens, Executive Director of Community Development and Training.

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VIRGINIA WESTERN COMMUNITY COLLEGE
3095 Colonial Avenue, S.W., P.O. Box 14065, Roanoke, Virginia 24038, Phone: 703/982-7315

COMMUNITY DEVELOPMENT AND TRAINING

Roanoke Valley Training Consortium

Virginia Western and more than 25 area businesses, who are IBM mainframe computer users, have joined together to form a training consortium that focuses on advanced data processing instruction for their employees. Initial subscribers included four banks, four retailers, three insurance firms, four governments, five industries, two computer service companies, a real estate office, a news organization, and the College. While the focus of the Consortium was the IBM mainframe user - both large and small shops - other organizations with different types of computers are now members.

The Consortium exists because of cost and conveniences. There is no membership fee. All member agencies contribute in personnel time and talents and by identifying the training needs of their employees. The results are that nationally known vendors are brought to the Roanoke Valley with the cost for each training program for employers being reduced by more than 50 percent.

During the Consortium's first quarter of operation, more than 75 students have been trained in such areas as the Micro-Mainframe Link, CICS, Basic VSAM, and Structured Design. The next cycle of classes include a repeat of Basic VSAM and CICS, with new courses of advanced VSAM, SAS Basic, and others being scheduled.

Students may elect to pursue college credit for selected

- more -

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courses.

Contact person is Dr. Harry C. Nickens, Executive Director of Community Development and Training.

VWCC 3

VIRGINIA WESTERN COMMUNITY COLLEGE

3095 Colonial Avenue, S.W., P.O. Box 14007, Roanoke, Virginia 24038, Phone: 703/982-7271

HUMANITIES DIVISION

Governor's School Interest Center in Visual Arts

The Art Department received a grant of $7,475 from the Virginia Department of Education to host a Governor's School Interest Center in Visual Arts for talented junior high school art students during the summer of 1984. Art teachers, supervisors, and principals in the public schools assisted our local college director in selecting students for the program.

The goal of the program was to provide students an opportunity to work with artists in several art fields. One hundred ten students participated in two-week courses in drawing, graphic design and printmaking, photography, super 8 film and video, and design and sculpture.

Contact person is Dr. Clarence Mays, Chairman, Division of Humanities.

VIRGINIA WESTERN COMMUNITY COLLEGE

3095 Colonial Avenue, S.W., P.O. Box 14007, Roanoke, Virginia 24038, Phone: 703/982-7271

HUMANITIES DIVISION

Ballet Folclórico Nacional de Mexico

The Humanities Division received a grant of $3,300 from the Virginia Commission for the Arts to bring to Roanoke the Ballet Folclórico Nacional de Mexico, a professional folk dance and musical company. The performance will be at the Roanoke Civic Center auditorium on Wednesday, March 27, 1985.

The purpose of this program is to introduce high school, junior high school, and college students in the VWCC service area to an outstanding foreign cultural experience. Students often hear about other cultures, but seldom do they have the opportunity to learn about them firsthand. Moreover, we hope that exposure to a program of this magnitude will whet the appetites of young people so that they will be motivated to attend other cultural programs on their own.

More than 1900 tickets have already been sold at $1.00 each. We expect the auditorium to be filled.

This event was planned through the Foreign Language Committee of the Roanoke Valley Educational Consortium. The Consortium's membership consists of the college presidents at Hollins, Roanoke, and Virginia Western and the superintendents of Roanoke City, Roanoke County, and Salem City public school systems; the Foreign Language Committee's membership is made up of foreign language instructors and supervisors of the same institutions.

Contact person is Dr. Clarence Mays, Chairman, Division of Humanities.

VWCC 5

VIRGINIA WESTERN COMMUNITY COLLEGE

3095 Colonial Avenue, S.W., P.O. Box 14007, Roanoke, Virginia 24038, Phone: 703/982-7278

DIVISION OF SOCIAL SCIENCES AND PUBLIC SERVICE TECHNOLOGY

Regional History Day Competition

The Social Science Division is hosting on the VWCC campus Regional History Day Competition for the Western Virginia District on Friday, April 19.

The competition consists of two divisions - the junior division for students in grades 6-8, and the senior division for students in grades 9-12.

The students are invited to submit historical essays on the theme "Triumphs and Tragedies in History" to the regional coordinator, Dr. James E. Sargent, Professor of History and Government at VWCC, for evaluation. Writers of papers must attend the competition and be prepared to answer questions about their papers.

The general requirements are:

1. Historical papers must be work of one person
2. Individual projects: can include microcomputer simulations
3. Group projects: 2-5 students
4. Individual performance: limited to 10 minutes
5. Group performance: 2-5 students
6. Media presentations (individual or groups)

Contestants are encouraged to have all members of the group projects present in order to answer questions and increase the probability of winning; however, at least one

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member of the group must be in attendance at the district contest.

Medals and awards will be given for the first three places in each division.

The state competition is scheduled for May 23 and 24 at Lynchburg College, and the national competition will be held on June 11-15 at the University of Maryland.

Contact person is Dr. James Sargent, Professor of History and Government.

VWCC 6

VIRGINIA WESTERN COMMUNITY COLLEGE

3095 Colonial Avenue, S.W., P.O. Box 14007, Roanoke, Virginia 24038, Phone: 703/982-7276

DIVISION OF SOCIAL SCIENCES AND PUBLIC SERVICE TECHNOLOGY

Seminars for High School Students

The Social Science Division sponsors on the VWCC campus seminars and constitutional conventions for advanced government students in area high schools.

Seminar content has included:

- •State Government Responses to Reagan Policies
- •American Politics and Religious Activism
- •American Foreign Policy, Who Makes It, Who Conducts It
- •Voting Trends in National Politics
- •Why Don't Americans Vote?
- •Prior Restraint of the Press

Constitutional Convention activities have included:

- •A One-Term Presidency
- •Extending the Term of the House of Representatives
- •Balanced Budget Amendment
- •Limiting the Term of Federal Judges
- •Item Veto for the President
- •Abolition of the Electoral College

The presenters included our faculty as well as the Honorable Granger McFarlane, State Senator of Virginia; Henry B. Cox, retired from the State Department, FBI; Melville Carilo, retired Political Writer, Roanoke Times & World News; David A. Bowers, Attorney at Law, Member of the Roanoke City Council; Gene A. Owens, Editorial Page Editor, Roanoke Times & World News; the

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Honorable James C. Turk, Judge of the U.S. District Court, Western District of Virginia; James C. Page, State Department of Education; the Honorable James P. brice, Judge of the General District Court, City of Roanoke.

Under this cooperative effort with the high schools in the College's educational service region, the teachers incorporate these seminars into their lesson plans. It is the overall objective of these special programs to enhance and supplement learning activities.

The attendance by students and their teachers has averaged 180. Due to increasing requests, the College will continue providing such seminars and conventions on a regular basis.

Contact person is Mr. Tom Shirley, Chairman, Division of Social Science and Public Service.

WCC 1

Wytheville Community College, 1000 East Main Street, Wytheville, Virginia 24382, Telephone 703/228-5541

MEMORANDUM

TO: Dr. Donald E. Puyear, Deputy Chancellor
Academic Affairs and Planning

FROM: Wytheville Community College

DATE: February 20, 1985

SUBJECT: Good Ideas

TITLE:

4-Day Week (Summer Session)

WHAT:

The College has operated on a 4-day schedule for the past two summers.

RESULTS:

1. No loss in FTES (enrollment increased about 1%)
2. No perceived loss in productivity (most staff believe that production was unchanged) — Some see an increase while fewer think that productivity declined
3. A demonstrable cost savings

ADDITIONAL INFORMATION AVAILABLE

- A priori survey of faculty and staff regarding desirability of trying a 4-day 10-per-day work week
- Follow-up survey/questionnaire to faculty, staff and students to ascertain desirability of continuing the 4-day Summer schedule (overwhelmingly in favor)
- Cost analysis
- Class schedules

CONTACT

Len O'Hara, Dean of Instruction

WCC 2

Wytheville Community College, 1000 East Main Street, Wytheville, Virginia 24382, Telephone 703/228-5541

GROUP COUNSELING FOR NEWLY ADMITTED STUDENTS

WHAT & HOW

Wytheville Community College invites newly admitted curricular students to the WCC campus for meetings with counselors to discuss the students' academic records, backgrounds, chosen curricula, transfer versus non-transfer courses, developmental courses, transfer and vocational plans, resources available to students through the College, a general orientation to the operations of the College, and registration for classes. Because of the monumental logistics task in lining up each of these students for individual appointments with counselors and relatively high no-show rate for individual appointments in earlier years, much counselor time was non-productive. Additionally, a sharp reduction in the counseling staff increased the remaining counselors' workloads considerably.

In recent summers the College began to schedule groups of 8 to 10 students at the same hour for counseling sessions. When possible, the students brought in are of the same or closely-related curricula. These students are taken to a small group room where one of the counselors serves as a group leader and covers the informational items that are normally shared in the individual sessions. In addition, students are given the opportunity to share with each other their curricular choices, long-range plans, concerns about starting college, backgrounds, etc. Once the group sessions are completed, the students meet individually in short sessions with counselors who register them for their initial quarter's classes and answer individual questions which the students do not feel comfortable bringing up before the group.

RESULTS

The group process has been used for three summers and has permitted the counseling staff to organize their days more efficiently. Counselors are able to schedule their days so that all staff can be available at the conclusion of the group sessions to work individually with students and yet meet their obligations for other administrative responsibilities. Students have viewed the group experiences positively, and the group format has stimulated considerable amount of discussion within the groups.

Among the advantages of this approach is, first, all students are receiving a common base of information which is essential to their initial orientation. Second, counselors do not lose valuable time by having blank spots in their schedules due to "no shows". Third, the group format provides positive interaction with other students and a staff member which are positive steps toward improved student retention. As a result of the group format, students have had the opportunity to realize that many of their peers share similar goals and concerns about their upcoming college careers. Finally, while the group leader is involved in a session, the other counselors are available for students on a walk-in basis or for other administrative duties.

WHO TO CONTACT: Dr. Thomas L. Barnes
Director of Student Services
SCATS 676-4121
(703) 228-5541

GOOD IDEAS
from the
VIRGINIA COMMUNITY COLLEGES

CURRICULUM, INSTRUCTION, OR PEDAGOGY

Index No.	Descriptive Title	Category
CVCC 4	Project: "A Different Type of Final Examination"	Curriculum, Instruction, or Pedagogy Cooperation with Business and Industry
CVCC 5	Project: "Business Statistics Projects"	Curriculum, Instruction, or Pedagogy Community Activity or Service Cooperation with Business and Industry
CVCC 6	Project: "The Inventory Test" for Business Statistics	Curriculum, Instruction, or Pedagogy
CVCC 7	Project: "Non-Traditional Classes in Business"	Curriculum, Instruction, or Pedagogy
CVCC 11	Computer Graphics Technology in Commercial Art	Curriculum, Instruction, or Pedagogy
CVCC 12	The Piedmont Export Expansion Program Project	Cooperation with Business and Industry Community Information Curriculum, Instruction, or Pedagogy
JSRCC 2	Chronicles of the Sea — Interdisciplinary Course	Curriculum, Instruction, or Pedagogy
JSRCC 3	Renovation Carpentry Students Do "The Real Thing"	Curriculum, Instruction, or Pedagogy Community Activity or Service
JSRCC 6	Curriculum Development Manual	Curriculum, Instruction, or Pedagogy Administration and Internal Operation
JSRCC 7	Internal Evaluation of Occupational/Technical Programs	Curriculum, Instruction, or Pedagogy Administration and Internal Operation
JTCC 4	Learning Assistance Program	Recruitment, Retention, and Counseling Curriculum, Instruction, or Pedagogy
JTCC 5	Telecourse Orientation Session: Extended Learning Institute	Curriculum, Instruction, or Pedagogy Recruitment, Retention, and Counseling
MECC 1	Meeting Community Needs in a Rural Setting	Curriculum, Instruction, or Pedagogy Community Activity or Service Cooperation with Business and Industry
NVCC 4	Use of Transparency and Incomplete Notes to aid students in note taking.	Curriculum, Instruction, or Pedagogy
NVCC 8	Establishment of Campus Writing Center	Curriculum, Instruction, or Pedagogy Recruitment, Retention, and Counseling
PVCC 5	Industrial Mechanics Experimental Program	Curriculum, Instruction, or Pedagogy Cooperation With Business and Industry

PVCC	6	The Window Series	Curriculum, Instruction, or Pedagogy Recruitment, Retention, and Counseling
PVCC	7	General Education Statement	Community Information Curriculum, Instruction, or Pedagogy Faculty and Staff Development
TNCC	1	Center for Automation and Technology (CAT)	Curriculum, Instruction, or Pedagogy Cooperation with Business and Industry
TNCC	2	Small Business Institute	Curriculum, Instruction, or Pedagogy Cooperation with Business and Industry
TNCC	5	Do Something Different	Curriculum, Instruction, or Pedagogy Community Information
TNCC	6	National Executive Housekeepers Association (NEHA) "320" Hour Certificate Program	Curriculum, Instruction, or Pedagogy Cooperation with Business and Industry
TNCC	7	College for the Young (CFY)	Curriculum, Instruction, or Pedagogy
TNCC	18	A Holistic Approach to Career Development and Lifestyle Planning for Displaced Homemakers	Recruitment, Retention, and Counseling Curriculum, Instruction, or Pedagogy Community Activity or Service
TCC	1	Honors Curriculum	Curriculum, Instruction, or Pedagogy
TCC	2	Uses for a Week-end Seminar Format	Curriculum, Instruction, or Pedagogy
TCC	3	Things Fall Apart, by Chinua Achebe. The adaptation of a novel to teaching a unit on culture in an introductory sociology class.	Curriculum, Instruction, or Pedagogy
TCC	4	Revision Practices in English 111, 112 and 113	Curriculum, Instruction, or Pedagogy
TCC	5	Coordination of a Community Organization's Educational Workshops with Those of an Established College Curriculum	Curriculum, Instruction, or Pedagogy
TCC	6	"Mommy and Me" A Teaching Technique for Education 290, Coordinated Internship in Education	Curriculum, Instruction, or Pedagogy Recruitment, Retention, and Counseling
TCC	7	Literacy Committee	Curriculum, Instruction, or Pedagogy Faculty and Staff Development
TCC	8	Interdisciplinary Course (HUMN 126, Technology and the Liberal Arts)	Curriculum, Instruction, or Pedagogy
TCC	9	Telecourse Project	Curriculum, Instruction, or Pedagogy
TCC	10	Television Programs	Public Information Curriculum, Instruction, or Pedagogy
TCC	11	Gifted Students Science Enrichment Program	Cooperation with Public Schools Curriculum, Instruction, or Pedagogy
TCC	15	Miscellaneous Instructional Innovation (Writing Center Tutorial Course)	Curriculum, Instruction, or Pedagogy

TCC	16	United States History Course Format	Curriculum, Instruction, or Pedagogy
TCC	18	Grants-Supported Programs	Community Activity or Service Curriculum, Instruction, or Pedagogy Faculty and Staff Development
VHCC	1	Summer Youth Programs	Cooperation with Public Schools Curriculum, Instruction, or Pedagogy Recruitment, Retention, and Counseling
VHCC	2	Computer-Based Instruction	Curriculum, Instruction, or Pedagogy Faculty and Staff Development
VWCC	1	VLSI - Its Impact on Your Career	Cooperation with Business and Industry Curriculum, Instruction, or Pedagogy
VWCC	2	Roanoke Valley Training Consortium	Cooperation with Business and Industry Curriculum, Instruction, or Pedagogy

GOOD IDEAS
from the
VIRGINIA COMMUNITY COLLEGES

RECRUITMENT, RETENTION, AND COUNSELING

Index No.	Descriptive Title	Category
CVCC 3	Admissions Information Card	Recruitment, Retention, and Counseling Administration and Internal Operation
CVCC 8	Project: "Supervisory and Management Training for Corporate and Institutional Clients"	Cooperation with Business and Industry Recruitment, Retention, and Counseling
CVCC 9	CVCC in Focus (Television Program)	Community Information Recruitment, Retention, and Counseling Cooperation with Business and Industry
CVCC 10	Presentation of the Virginia VIEW Occupational Information System	Community Information Recruitment, Retention, and Counseling
ESCC 1	Academic Jeopardy Report	Recruitment, Retention, and Counseling Administration and Internal Operation
JSRCC 1	Career Planning and Placement Consortium	Recruitment, Retention, and Counseling Cooperation with other Colleges
JSRCC 5	Urban Community College Transfer Opportunities Program	Recruitment, Retention, and Counseling
JTCC 3	President/Student Breakfast	Administration and Internal Operation Recruitment, Retention, and Counseling
JTCC 4	Learning Assistance Program	Recruitment, Retention, and Counseling Curriculum, Instruction, or Pedagogy
JTCC 5	Telecourse Orientation Session: Extended Learning Institute	Curriculum, Instruction, or Pedagogy Recruitment, Retention, and Counseling
NVCC 3	Mid-Term Report	Recruitment, Retention, and Counseling
NVCC 5	Cooperative Education Recruitment Project	Recruitment, Retention, and Counseling Cooperation with Business and Industry Community Information
NVCC 8	Establishment of Campus Writing Center	Curriculum, Instruction, or Pedagogy Recruitment, Retention, and Counseling
PHCC 2	High School Quiz Bowl	Community Information Recruitment, Retention, and Counseling
PVCC 3	PVCC "Market Share" Selected High Schools — How Many Came Directly to PVCC?	Research and Planning Community Information Recruitment, Retention, and Counseling

PVCC	6	The Window Series	Curriculum, Instruction, or Pedagogy Recruitment, Retention, and Counseling
TNCC	4	Evening Student Association Programs	Recruitment, Retention, and Counseling Community Information
TNCC	11	Transfer Guide for Thomas Nelson Community College Students, 1984 - 1985	Recruitment, Retention, and Counseling
TNCC	12	Career Information Day	Cooperation with Business and Industry Recruitment, Retention, and Counseling
TNCC	13	Graduate Outcome Files	Recruitment, Retention, and Counseling Administration and Internal Operation
TNCC	14	Kurzwell Reading Machine	Recruitment, Retention, and Counseling Community Activity or Service
TNCC	15	Disabled Student Data Base	Recruitment, Retention, and Counseling Administration and Internal Operation
TNCC	16	High School Articulation Conference	Cooperation with Public Schools Recruitment, Retention, and Counseling
TNCC	17	Counseling Center Accountability	Administration and Internal Operation Recruitment, Retention, and Counseling
TNCC	18	A Holistic Approach to Career Development and Lifestyle Planning for Displaced Homemakers	Recruitment, Retention, and Counseling Curriculum, Instruction, or Pedagogy Community Activity or Service
TCC	6	"Mommy and Me" A Teaching Technique for Education 290, Coordinated Internship in Education	Curriculum, Instruction, or Pedagogy Recruitment, Retention, and Counseling
TCC	13	ESL Booklet (English as a Second Language)	Community Information Recruitment, Retention, and Counseling
TCC	14	Student Retention Plan	Recruitment, Retention, and Counseling
VHCC	1	Summer Youth Programs	Cooperation with Public Schools Curriculum, Instruction, or Pedagogy Recruitment, Retention, and Counseling
VHCC	3	Recruiting Efforts	Recruitment, Retention, and Counseling
VHCC	4	Minority Recruitment	Recruitment, Retention, and Counseling
VHCC	5	Recruiting Team	Recruitment, Retention, and Counseling
WCC	2	Group Counseling for Newly Admitted Students	Recruitment, Retention, and Counseling

GOOD IDEAS
from the
VIRGINIA COMMUNITY COLLEGES

FACULTY AND STAFF DEVELOPMENT

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NVCC 1	Library Technical Services Open House/Walk Through of Procedures and Services	Community Information Faculty and Staff Development
NVCC 6	Computer Familiarization	Faculty and Staff Development
NVCC 7	Purchasing Flowchart	Faculty and Staff Development Administration and Internal Operation
PVCC 4	Excellence in Instruction Seminar Series	Faculty and Staff Development
PVCC 7	General Education Statement	Community Information Curriculum, Instruction, or Pedagogy Faculty and Staff Development
TCC 7	Literacy Committee	Curriculum, Instruction, or Pedagogy Faculty and Staff Development
TCC 17	Return-To-Industry	Faculty and Staff Development Cooperation with Business and Industry
TCC 18	Grants-Supported Programs	Community Activity or Service Curriculum, Instruction, or Pedagogy Faculty and Staff Development
VHCC 2	Computer-Based Instruction	Curriculum, Instruction, or Pedagogy Faculty and Staff Development

GOOD IDEAS
from the
VIRGINIA COMMUNITY COLLEGES

COOPERATION WITH BUSINESS AND INDUSTRY

Index No.	Descriptive Title	Category
CVCC 4	Project: "A Different Type of Final Examination"	Curriculum, Instruction, or Pedagogy Cooperation with Business and Industry
CVCC 5	Project: "Business Statistics Projects"	Curriculum, Instruction, or Pedagogy Community Activity or Service Cooperation with Business and Industry
CVCC 8	Project: "Supervisory and Management Training for Corporate and Institutional Clients"	Cooperation with Business and Industry Recruitment, Retention, and Counseling
CVCC 9	CVCC in Focus (Television Program)	Community Information Recruitment, Retention, and Counseling Cooperation with Business and Industry
CVCC 12	The Piedmont Export Expansion Program Project	Cooperation with Business and Industry Community Information Curriculum, Instruction, or Pedagogy
MECC 1	Meeting Community Needs in a Rural Setting	Curriculum, Instruction, or Pedagogy Community Activity or Service Cooperation with Business and Industry
NVCC 5	Cooperative Education Recruitment Project	Recruitment, Retention, and Counseling Cooperation with Business and Industry Community Information
PVCC 5	Industrial Mechanics Experimental Program	Curriculum, Instruction, or Pedagogy Cooperation With Business and Industry
TNCC 1	Center for Automation and Technology (CAT)	Curriculum, Instruction, or Pedagogy Cooperation with Business and Industry
TNCC 2	Small Business Institute	Curriculum, Instruction, or Pedagogy Cooperation with Business and Industry
TNCC 6	National Executive Housekeepers Association (NEHA) "320" Hour Certificate Program	Curriculum, Instruction, or Pedagogy Cooperation with Business and Industry
TNCC 12	Career Information Day	Cooperation with Business and Industry Recruitment, Retention, and Counseling
TCC 17	Return-To-Industry	Faculty and Staff Development Cooperation with Business and Industry

VWCC	1	VLSI - Its Impact on Your Career	Cooperation with Business and Industry Curriculum, Instruction, or Pedagogy
VWCC	2	Roanoke Valley Training Consortium	Cooperation with Business and Industry Curriculum, Instruction, or Pedagogy

GOOD IDEAS
from the
VIRGINIA COMMUNITY COLLEGES

COOPERATION WITH PUBLIC SCHOOLS

COOPERATION WITH OTHER COLLEGES

Index No.	Descriptive Title	Category
CVCC 1	Pathfinders College	Community Activity or Service Cooperation with Public Schools
JSRCC 1	Career Planning and Placement Consortium	Recruitment, Retention, and Counseling Cooperation with other Colleges
TNCC 16	High School Articulation Conference	Cooperation with Public Schools Recruitment, Retention, and Counseling
TCC 11	Gifted Students Science Enrichment Program	Cooperation with Public Schools Curriculum, Instruction, or Pedagogy
VHCC 1	Summer Youth Programs	Cooperation with Public Schools Curriculum, Instruction, or Pedagogy Recruitment, Retention, and Counseling
VWCC 3	Governor's School Interest Center in Visual Arts	Cooperation with Public Schools Community Activity or Service
VWCC 4	Ballet Folclórico Nacional de Mexico	Community Activity or Service Cooperation with Public Schools
VWCC 5	Regional History Day Competition	Cooperation with Public Schools Community Activity or Service
VWCC 6	Seminars for High School Students	Cooperation with Public Schools Community Activity or Service

GOOD IDEAS
from the
VIRGINIA COMMUNITY COLLEGES

COMMUNITY ACTIVITY OR SERVICE

Index No.	Descriptive Title	Category
CVCC 1	Pathfinders College	Community Activity or Service Cooperation with Public Schools
CVCC 2	Women's Focus	Community Activity or Service
CVCC 5	Project: "Business Statistics Projects"	Curriculum, Instruction, or Pedagogy Community Activity or Service Cooperation with Business and Industry
DSLCC 1	Fourth of July Celebration	Community Activity or Service Community Information
JSRCC 3	Renovation Carpentry Students Do "The Real Thing"	Curriculum, Instruction, or Pedagogy Community Activity or Service
JSRCC 4	Community Garden Plots	Community Activity or Service
MECC 1	Meeting Community Needs in a Rural Setting	Curriculum, Instruction, or Pedagogy Community Activity or Service Cooperation with Business and Industry
RCC 1	Creation and Operation of the Friends of the Library	Development Activities Community Activity or Service
TNCC 8	Christmas Crafts Fair	Community Activity or Service
TNCC 9	Senior Citizens Hobby Fair and Senior Citizens Organizations	Community Activity or Service
TNCC 10	Laws Everyone Should Know	Community Activity or Service
TNCC 14	Kurzwell Reading Machine	Recruitment, Retention, and Counseling Community Activity or Service
TNCC 18	A Holistic Approach to Career Development and Lifestyle Planning for Displaced Homemakers	Recruitment, Retention, and Counseling Curriculum, Instruction, or Pedagogy Community Activity or Service
TCC 12	Grammar Hotline	Community Information Community Activity or Service
TCC 18	Grants-Supported Programs	Community Activity or Service Curriculum, Instruction, or Pedagogy Faculty and Staff Development

VWCC 3	Governor's School Interest Center in Visual Arts	Cooperation with Public Schools Community Activity or Service
VWCC 4	Ballet Folclórico Nacional de Mexico	Community Activity or Service Cooperation with Public Schools
VWCC 5	Regional History Day Competition	Cooperation with Public Schools Community Activity or Service
VWCC 6	Seminars for High School Students	Cooperation with Public Schools Community Activity or Service

GOOD IDEAS
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VIRGINIA COMMUNITY COLLEGES

COMMUNITY INFORMATION

DEVELOPMENT ACTIVITIES

Index No.	Descriptive Title	Category
CVCC 9	CVCC in Focus (Television Program)	Community Information Recruitment, Retention, and Counseling Cooperation with Business and Industry
CVCC 10	Presentation of the Virginia VIEW Occupational Information System	Community Information Recruitment, Retention, and Counseling
CVCC 12	The Piedmont Export Expansion Program Project	Cooperation with Business and Industry Community Information Curriculum, Instruction, or Pedagogy
DSLCC 1	Fourth of July Celebration	Community Activity or Service Community Information
DSLCC 2	Newspaper Column	Community Information
NVCC 1	Library Technical Services Open House/Walk Through of Procedures and Services	Community Information Faculty and Staff Development
NVCC 5	Cooperative Education Recruitment Project	Recruitment, Retention, and Counseling Cooperation with Business and Industry Community Information
PHCC 2	High School Quiz Bowl	Community Information Recruitment, Retention, and Counseling
PVCC 1	"Graduation" of Bus into Service	Community Information
PVCC 2	1984 Telephone Survey	Research and Planning Community Information
PVCC 3	PVCC "Market Share" Selected High Schools — How Many Came Directly to PVCC?	Research and Planning Community Information Recruitment, Retention, and Counseling
PVCC 7	General Education Statement	Community Information Curriculum, Instruction, or Pedagogy Faculty and Staff Development
RCC 1	Creation and Operation of the Friends of the Library	Development Activities Community Activity or Service

TNCC 3	Back to College Program	Community Information
TNCC 4	Evening Student Association Programs	Recruitment, Retention, and Counseling Community Information
TNCC 5	Do Something Different	Curriculum, Instruction, or Pedagogy Community Information
TCC 10	Television Programs	Community Information Curriculum, Instruction, or Pedagogy
TCC 12	Grammar Hotline	Community Information Community Activity or Service
TCC 13	ESL Booklet (English as a Second Language)	Community Information Recruitment, Retention, and Counseling
VHCC 6	Alumni Picnic	Community Information

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ADMINISTRATION AND INTERNAL OPERATION

BUILDINGS AND GROUNDS

Index No.	Descriptive Title	Category
ESCC 1	Academic Jeopardy Report	Recruitment, Retention, and Counseling Administration and Internal Operation
GCC 1	Shower Construction	Buildings and Grounds
JSRCC 6	Curriculum Development Manual	Curriculum, Instruction, or Pedagogy Administration and Internal Operation
JSRCC 7	Internal Evaluation of Occupational/Technical Programs	Curriculum, Instruction, or Pedagogy Administration and Internal Operation
JTCC 1	President's Council Meetings	Administration and Internal Operation
JTCC 2	Birthday Cards	Administration and Internal Operation
JTCC 3	President/Student Breakfast	Administration and Internal Operation Recruitment, Retention, and Counseling
NVCC 2	Project: Spruce Committee (A Project to Improve Library Appearance)	Administration and Internal Operation
NVCC 7	Purchasing Flowchart	Faculty and Staff Development Administration and Internal Operation
NVCC 9	Elimination of Nuisance Fees	Administration and Internal Operation
NVCC 10	Installation of a Telephone Sequencer	Administration and Internal Operation
NVCC 11	Energy Conservation — Power Reducers	Buildings and Grounds
NVCC 12	Energy Conservation — Turbulators in Boiler Tubes	Buildings and Grounds
PHCC 1	Mobile Computer Van	Administration and Internal Operation
TNCC 13	Graduate Outcome Files	Recruitment, Retention, and Counseling Administration and Internal Operation
TNCC 15	Disabled Student Data Base	Recruitment, Retention, and Counseling Administration and Internal Operation
TNCC 17	Counseling Center Accountability	Administration and Internal Operation Recruitment, Retention, and Counseling
WCC 1	4-Day Week (Summer Session)	Administration and Internal Operation

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